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By-Urbick, Thelma M.

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Disadvantagedness is known by many names including socially handicapped, culturally deprived, educationally disadvantaged, minority groups, socio-economically deprived, poverty stricken, lower class, and culturally alientated. The disadvantaged are often additionally handicapped by color, ethnic group, or cultural caste status. Many programs have been initiated to raise motivational levels, improve living conditions, remedy educational lack, and find ways of integrating cultures and social classes. The abstracts and annotations in this publication focus primarily on sociological and psychological characteristics of disadvantaged populations, areas of prime concern to student personnel workers. Selections were drawn from Research in Education, Dissertation Abstracts, Psychological Abstracts, and the ERIC-CAPS collection.

ED025815

OUNSELING & PERSONNEL SERVICES INFORMATION CENTER

CURRENT RESOURCES INDEX

SCOPE OF THE
ERIC
COUNSELING AND PERSONNEL
SERVICES INFORMATION CENTER

The ERIC Counseling and Personnel Services Information Center (CAPS) is responsible for materials and research reports relating to the preparation, practice, and supervision of counselors and other personnel workers at all educational levels and in all settings. Included are materials describing theoretical development; the use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing environmental information; group work and casework; and reports on program development and evaluation. Included also are materials which deal with the nature of pupil, student, and adult characteristics; descriptions of education, occupational, and community settings; and discussions of the types of assistance provided by personnel workers in such areas as career planning, family consultations, and student orientation activities.

GPO 873-019-1

CAPS CURRENT RESOURCES SERIES

HELPING PROCEDURES FOR USE WITH THE DISADVANTAGED

compiled by

Thelma M. Urbick

November 1968

This index was prepared pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

ERIC
Counseling and Personnel Services Information Center
University of Michigan
611 Church Street
Ann Arbor, Michigan

PREFACE

Disadvantagedness is known by many names - socially handicapped, culturally deprived, educationally disadvantaged, minority groups, socio-economically deprived, poverty stricken, lower class, culturally alienated. Regardless of the terminology or semantics, the disadvantaged are often additionally handicapped by color, ethnic group, and cultural caste status. Many programs have been initiated for the purpose of raising aspirational and motivational levels, improving living conditions, remediating educational lack, and finding ways of integrating cultures and social classes.

The focal point of the abstracts and annotations included in this publication regard areas of concern to student personnel workers involved with a disadvantaged population. However, a wide range of research studies and articles were surveyed, and problems in language and reading, with accompanying psychological involvement, are also included. From the vast amount of available material dealing with disadvantaged populations, those references selected involve the sociological and psychological characteristics most relevant to those in the helping professions.

Research in Education, dissertation abstracts, psychological abstracts, and the ERIC-CAPS collection of journals, books, and documents all contributed to the final compilation of references.

Hopefully, the comprehensiveness of this resource will furnish personnel workers with new and deeper perspectives for meeting the challenge of understanding and assisting those disadvantaged by the vicissitudes of life.

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INTRODUCTION

This publication is part of the Current Resources Series (CRS), developed by the Counseling and Personnel Services Information Center (CAPS). The series has been planned to assist personnel workers in the identification and retrieval of informational resources in areas where there is both an expanding knowledge base and identified personnel worker need for increased informational materials.

Several characteristics of *CRS* deserve special emphasis. *First,* the coverage of each publication is tailored to the topic. Some topics will provide an extensive coverage of basic and applied research sources while other topics will lead to greater use of philosophical and humanistic documents and publications. Basic to all topics, however, is a search strategy which includes an intensive examination of *Research in Education* and core psychological and guidance journals. A *second* major characteristics of *CRS* is that each publication is designed to facilitate user searches. Two indexes, an extensive subject index based on ERIC descriptors and an author index, enable the user to search the contents of each volume rapidly and thoroughly. A *third* characteristic is the inclusion of an abstract for every document indexed in each volume. The presence of the abstract both adds to the user's knowledge in a given area and provides a useful tool for the judicious selection of full documents when the abstract is insufficient. An important *fourth* characteristic is the relatively easy access to, and retrievability of, all documents indexed in *CRS.* A large number of the documents are available at comparatively low cost from the ERIC Documents Reproduction Service (EDRS), either on microfiche or in hard copy. On more generally available resources, full bibliographic entries are provided so that they may be ordered directly from the publication source.

The uses of *CRS* are legion. It can be used as the first step in the search phase of a research project, a means of analyzing informational trends in a topical area, a tool for browsing in new information areas or as a means of regularly updating knowledge acquisition on a topic of continuing interest. Other uses may readily be apparent to you as you use the index. The first three indices, published in May, included: *The Use of Information in Personnel Services*, *Small Group Work and Group Dynamics,* and *Pupil Personnel Services*. Other indices published concurrently with the present index are: *Decision-Making*, *Elementary School Counseling and Guidance,* and *Professional Specialties in the Pupil Personnel Services.*

Additional publications focused on other topics will be introduced as new information becomes available. Existing *CRS* publications will also be regularly updated through the distribution of supplementary materials.

Each *CRS* publication is intended to be usable by itself. However, the optimum use of each is as one part of a local information system organized to meet the information needs of major user sub-groups in a given locale or unit. Through other CAPS publications and consultation with local units, CAPS is striving to assist others in the more efficient utilization of knowledge. Inquiries about available publications and services are welcome.

Suggestions and/or reactions regarding this publication or ideas for new publications are eagerly solicited.

Garry R. Walz
Director

CURRENT RESOURCES SERIES

The CAPS Current Resources Series is designed to meet the needs of personnel workers and those interested in personnel work for current research and resource information.

Topic Selection

Each individual publication within the Current Resources Series focuses on a topic of interest to a large number of users. These specific topics are selected using three types of data. First, the CAPS staff surveys both the CAPS collection and the total ERIC collection for indications of information trends. Also, the letters of inquiry received at CAPS are analyzed to determine the current information concerns of our users. Finally, special subject matter consultants who are external to the Center are consulted to gain further insights concerning our users' information needs. The information gained from these three sources, the CAPS and ERIC document collections, users inquiries, and consultants' suggestions, forms the guidelines for the final selection of Current Resources Series topics.

Comprehensiveness of Information Search

Once the topics for the Current Resource Index have been determined, a comprehensive search for information on this specific topic is initiated. For this publication, several major collections were searched. First, the total ERIC microfiche file was searched. This includes all issues of Research in Education. The second collection included in the search was the CAPS collection. This includes all CAPS materials which have been abstracted and indexed but not submitted to the central ERIC collection. Finally, the CAPS journal collection was searched. CAPS subscribes to about forty journals which are either personnel work journals or behavioral science journals containing information relevant to personnel work.

Also, a comprehensive search of Dissertation Abstracts was made to identify dissertations relevant to the topic. We would like to express appreciation to University Microfilms, Inc. for permitting us to reproduce portions of the abstracts of these dissertations for this publication.

ORGANIZATION OF CURRENT RESOURCES SERIES

Resume Section

The Resume Section contains information about each of the documents reported in this publication. The resumes are divided into four sections: (1) ERIC Document Resumes, (2) CAPS Document Resumes, (3) Dissertation Abstracts, and (4) Journal Resumes, all arranged alphabetically by author.

1. ERIC Documents - The first resumes to appear in this section are documents which have been completely abstracted and indexed for the central ERIC collection. These documents are available in either hard copy or microfiche form from the ERIC Document Reproduction Service. These resumes are clearly identifiable by the ED Accession Number.

Sample ERIC Resume

ED 012 931

7
Shumake, Franklin
Pupil Personnel Services Seminar, A Summary
Georgia State Department of Education, Atlanta
15 Nov 66
MF-$0.50 HC-$3.52 86P.

*Student Personnel Services, *Counselors, *Social Workers, *Psychologists, *Academic Education, Staff Role, Administrative Organization, Seminars, Speeches

The five major areas covered by a seminar on Pupil Personnel Services, sponsored by the Georgia State Department of Education in June, 1966, are summarized. Papers were presented, and a panel reacted to the following: (1) the pupil personnel concept, (2) the counselor on the pupil personnel staff, (3) the social worker on the pupil personnel staff, (4) the school psychologist on the pupil personnel staff, and (5) the administration of pupil services. The papers and the panel discussions (both reprinted) dealt with the educational training of different pupil personnel specialists, specialists, specific problems of three specialists in the state of Georgia, and the role of pupil personnel services in terms of a total instructional program. (SK)

2. CAPS Documents - The second resumes in the Resume Section are materials which have been indexed and abstracted or annotated. These materials are available in hard copy from the CAPS Center. CAPS resumes are clearly identifiable because they have a CG Accession Number.

Sample CAPS Resume

CG 000 428

31
New Models and Techniques in Career Guidance
Boynton, Ralph E.
Pittsburgh Univ., Pa.
12P.

*High School Students, *Career Planning, Information Processing, *Systems Approach, Models, Student Seminars, Discussion Groups, Computer Oriented Programs, Work Experience Programs, *Vocational Counseling

A model for a career guidance system that appears to effect positive change for students, school and the community is presented. There are four phases to the model, one for each year the student is in high school. The student's skills, aptitudes, interests, intelligence, and achievements are determined at initial fact gathering sessions. This information is stored in a computer. The student may obtain information from the computer about grades, courses taken, and college acceptance. The counselor receives a copy of all such sessions. Students are assigned by the computer to discussion groups which focus on the selection of occupational objectives. Career seminars provide the students with opportunities to talk with representatives of careers in which they have an interest. Where feasible, senior year students are given work experience opportunities. This type of approach appears meaningful for students who are not college oriented. The use of a systems approach, peer groups for counseling, and community resources seems to operate effectively in preparing students to take their place in the economic life of a community. (SK)

3. Dissertation Abstracts - These abstracts are arranged alphabetically by author. Complete copies of these dissertations are available in either microfilm or hard copy from University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan.

Sample Dissertation Abstract

23. "Administration of Pupil Personnel Services in Kentucky," Charles Ambrose, Ed. D., University of Kentucky, 1957.

The purpose of the study was to evaluate the administration of pupil personnel services in Kentucky. The services were selected and then divided into seven critical task areas: attendance and census, pupil adjustment, guidance, health service, assessing pupil progress, pupil activity programs and the program for the exceptional child. The areas were evaluated by using the criteria set forth in this study as being administratively desirable. This criteria was established by a study of the literature in the field and the opinion of twelve field workers in the pupil personnel service from eight different states. Data on the administration of the pupil personnel service was obtained by interviews in thirty selected school districts, of the two hundred and twenty-four, in the state. The interviews were conducted according to a schedule incorporating the criteria advocated in the areas of administrative responsibility for the pupil personnel services.

4. Journal Article Resumes - Journal articles have either been annotated or appear with author abstracts. They are available from the original source only. The resume for the journal article indicates the source of each article.

Sample Journal Article Resume

43. Bordin, Arthur M., "Research Frontier, A Proposal for New Bibliographic Tools for Psychologists," Journal of Counseling Psychology, Vol. 10, No. 2, 1963, pp. 193-197.

The number of bibliographies in the field of psychology is rapidly increasing. A system for developing a bibliography of psychology-related bibliographies is devised and applied. (JR)

Subject Index Section

The Subject Index Section contains an alphabetical listing of subject headings with appropriate resume numbers and titles listed under each heading. The user may scan titles to identify those documents of greatest interest and then use the resume number to enter the Resume Section for further information about the document and document availability.

The user is encouraged to use a multiple search strategy. When searching for information, it is desirable to search more than one term. When initiating his search, the user may want to scan the subject index to develop an overview of the types of subject headings which are being used. Then, when searching for specific titles, he will want to enter the subject index through several subject headings.

Sample Subject Index Entry

COUNSELORS

(24) The Computer in Educational Research and Its Implications for the Counselor
(54) Information and Counseling: A Dilemma
(56) A Review of Literature as a Service to Teachers
(59) Three Dimensions of Counselor Encapsulation
(60) High School Counselors and College Information
(61) A Professional Approach to the Information Function in Counselor Education
(73) Ideology and Counselor Encapsulation
(79) The Impact of Information Systems on Counselor Preparation and Practice
(80) Data Processing in Counselor Education

Author Index Section

The Author Index Section contains an alphabetical listing of authors with appropriate resume numbers and titles listed under each author. Using the resume number, the user may enter the Resume Section for further information about the document and about document availability.

Sample Author Index Entry

BOROW, HENRY

(30) Occupational Information in Guidance Practice Viewed in the Perspective of Vocational Development Theory and Research
(44) Research Frontier, Information Retrieval: A Definition and Conference Report

PROCEDURE FOR ORDERING DOCUMENTS

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The CAPS Document Reproduction Service is able to provide hard copy reproduction on CAPS documents only. All CAPS documents are identified by CG accession numbers (example: CG 050 115). This service excludes all documents listed in either the ERIC Document or Journal Article sections.

The cost of this service is $0.10 per page. The total cost of an order can be computed by multiplying the number of pages, as indicated on the resume, by $0.10. There is no additional charge for handling or mailing. Foreign orders please add 25% to the cost of each order.

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RESUME SECTION

ERIC RESUMES

1 ED 001 114
Action for Boston Community Development, Inc.
Action for Boston Community Development, Inc. and Brandeis University Demonstration College Campus Program, Summer, 1964, Brandeis University, Waltham, Massachusetts
Action for Boston Community Development, Inc.
1964
MF-$0.25 HC-$0.72 16P.

Summer Program, Culturally Deprived, College Potential, Reading Skills, Language Arts, Athletic Program, Discussion Groups, Independent Projects, Cultural Exposure, Educational Experiences, Pre-Service Training, Personnel, Junior High, Programs, ABCD, Students

A large percentage of boys from poorer urban neighborhoods do not seek education beyond high school, for financial reasons or lack of interest in or knowledge about college life. This proposal has as its primary objectives to demonstrate that potentially able but underachieving students, when exposed to a summer program that recognizes and develops their interests and rewards their talents, will: 1) improve their subsequent school performance, and 2) continue their high school and post-high school education longer than if they had not been exposed to the program. It is designed to expose the students to new experiences, develop reading skill and enthusiasm for reading, introduce new fields of interest and provide students with information about future educational opportunities, career opportunities, part-time job opportunities, and community services. It offers an enjoyable summer experience associated with learning on a college campus. The program includes 100 boys and personnel of a coordinator, two master teachers and ten group leaders.

The total program contains six parts: 1. English skills will concentrate on a reading development segment to improve reading achievement and a language arts segment of reading for employment, expository writing, speaking and listening. 2. The athletics program will work for progress in body-building and swimming ability. 3. Eye-openers will introduce new areas of interest in sciences, social sciences, humanities and arts, with the help of films and outside resources. 4. Small discussion groups will meet every day, and will explore subjects of interest to the group. It provides an opportunity to give information on jobs and colleges. 5. Independent projects in subjects such as sciences, arts, current events will be chosen by each student in conference with a staff member. 6. Exposures to new cultural or recreational experiences will include excursions to area colleges and camping and hiking trips.

2 ED 011 984
Action For Employment, A Demonstration Neighborhood Manpower Project, Final Report
Action-Housing Inc., Pittsburgh, Pennsylvania
Feb 1966
MF-$0.50 HC-$3.32 81P.

*Adult Counseling, *Counselor Training, *Vocational Counseling, *Volunteers, *Disadvantaged Youth, Interagency Cooperation, Neighborhood Centers, Community Action, Selection, Employment Opportunities, Volunteer Training, Recruitment, Unemployed, Evaluation, Motivation, Participant Characteristics, Action Housing, Pittsburgh

A 1-year demonstration project studied a neighborhood-based system in which volunteer neighborhood counselors helped unemployed and underemployed young men through a job training program and into employment. A mid-way report concentrated on recruitment and training. This final report concentrates on the role of the volunteer and on the development of a neighborhood support system for training and employment. Volunteers helped the professional staff of the neighborhood employment center recruit and interview trainees. They counseled them through the training period and assisted in getting them jobs.

The project showed that indigenous, nonprofessional neighborhood people could be trained to carry out some professional employment functions. Women made the best interviewers, but were reluctant to make home visits, while men were more successful as counselors. Certain characteristics seem to make for success--such as maturity, marriage, a long term, steady job, and previous community volunteer work. Reasons for trainees' staying in the training program were counselor support, motivation, excellent teachers, training allowance, and neighborhood support. Reasons for dropping out were dislike of school situation, lack of motivation, and no training allowance. This document is also available from Action-Housing, Inc., Number Two Gateway Center, Pittsburgh, Pennsylvania 15222. (EB)

3 ED 010 523
Aurbach, Herbert A.
A Selected Bibliography on Socio-Culturally Disadvantaged Children and Youth and Related Topics
Pittsburgh University, Pa., Learning Res. and Dev. Ctr.
April 1966
MF-$0.25 HC-$1.44 34P.

*Bibliographies, Summer Workshops, *Socially Disadvantaged, *Culturally Disadvantaged, Student Needs, *Educational Needs, Economic Factors, Disadvantaged Schools, Delinquency, Integration Studies, Social Influences, Psychological Studies, Disadvantaged Youth, Pittsburgh, Pennsylvania, Oakleaf Project

This bibliography was compiled and edited for use in a workshop on meeting special educational needs of socially and culturally disadvantaged students. Selected readings from the bibliography were used to accompany workshop activities. Besides listing selected works on disadvantaged youth, the bibliography presented references on such topics as poverty, schools, delinquency, integration, sociology, and psychology. Related reports are ED 010 205 through ED 010 213 and ED 010 519 through ED 010 523. (GD)

4 ED 012 277
Badal, Alden W.
Evaluation Report--ESEA Program of Compensatory Education. Abstract
Oakland Unified School District, Calif.
13 Sep 1966
MF-$0.25 HC-$1.12 26P.

*Programs, *Disadvantaged Youth, *Evaluation, *Compensatory Education Programs, Remedial Programs, Tables (Data), Special Services, Summer Schools, Preschool Programs, Kindergarten, Cultural Enrichment, Inservice Teacher Education, Curriculum Development, Teacher Aides, Parents, Interviews, Elementary Schools, Junior High School, Senior High Schools, School Personnel, Achievement Rating, Teachers, Public Schools, ESEA (1965-66) Title I, Oakland

The evaluation studies of Oakland's compensatory education programs funded under Title I of the 1965-66 Elementary and Secondary Education Act (ESEA) are summarized in this abstract of the full report on the programs. The project as a whole had seven program components--remedial and corrective services, supportive and auxiliary services, summer school, early childhood education, cultural enrichment, inservice education and curriculum development, and teacher aide services. The evaluation format contains a description of each of these programs, their findings and conclusions about their effectiveness, and a reference to the location of the relevant material in the full report. Also included here is a report of the parent interview survey of opinions about the ESEA program services. (NH)

5 ED 001 715
Bloom, Benjamin S.
Research Problems of Education and Cultural Deprivation
Research Conference of Education and Cultural Deprivation

MF-$0.25 HC-$1.72 41P.

Personality Development, Teachers, Cultural Deprivation, Peer Groups, Motivation, School Organization, Research Problems, Social Class, Diagnostic Testing, Home Environment, Learning Process, Curriculum Programs

In its simplest form, the problem of education and cultural deprivation reduces to one of how children who have been disadvantaged by their environment can be brought up to the educational level of more fortunate children.

Many approaches are possible. Among the variables which must by studied in depth are: the student, home environment, peer group, the learning task, the teacher, school organization, community, and society in general. The many problems posed should be solved quickly, since they are becoming increasingly dangerous to the welfare of our society.

Three approaches to analysis of the problems of education and cultural deprivation are given. The first points out the confusion of terms which results when the level of discourse is not clarified. The framework describes the social environment as a system. The interrelated analytic elements are culture, the institution, and the individual. The second proposal is based on the view that most forms of learning beyond the first two or three years of the child's life depend upon transfer from prerequisite habits and skills. School tasks should be based upon habits and skills which comprise learning abilities of the culturally deprived; appropriate educational methods should be developed. The third approach describes the functioning intelligence of the child in terms of its components. The variables are related to particular characteristics of the culturally deprived.

Major problems and more specific research questions are suggested. These include the relationship of: home environment, social class, and peer groups; language cognition and learning, personality and motivation; testing and diagnosis. Under "school programs and personnel," suggestions for research are made relating to curricula, teachers, and school organizations.

ED 001 717

6
Bloom, Benjamin S. and others
Compensatory Education for Cultural Deprivation
Department of Education, University of Chicago
June 1964
MF-$0.25 HC-$2.28 55P.

Health Provisions, Introductory Learning, Higher Education, Education Deprivation, Schools' Role, Negro Student, Secondary School, Cultural Deprivation, Early Experiences, Adolescent, Teacher Role, Basic Needs of Children, Elementary School Children, Positive Human Interactions

The Conference formulated certain generalizations.

One area under consideration was basic needs of the children. If meals (breakfast and lunch) could not be provided by the home, the school or the community should provide them. Each child should be given appropriate and frequent physical examinations; no child should be subjected to feelings of inadequacy and shame because of lack of necessary clothing.

In regard to early experiences, nursery schools and kindergarten should be organized to provide culturally deprived children with conditions for their intellectual development and with the learning-to-learn stimulation which is found in the most favorable home environments.

Evidence should be obtained on each child at the beginning of the first grade to determine the levels he has reached with regard to perceptual development, language development, and motivation for learning. There should be a number of approaches to introductory learning, and each child should be placed in the approach which is most appropriate for him.

In the early years of school, the Negro student should learn under the most positive set of human interactions. Integration can contribute most effectively to better attitudes and relations.

A major effort should be made to identify, by the beginning of secondary education, a sizeable group of deprived adolescents who could, with appropriate continual effort on the part of the school, be enabled to complete secondary education successfully and to begin higher education.

7 ED 011 884

Boger, Robert P.
Head Start Teachers' Ethnic Group Membership and Attitude Toward Child Behavior, Some Relationships
Feb 1967
MF-$0.25 HC-$1.20 28P.

Attitude Tests, Bibliographies, Caucasians, *Disadvantaged Children, Mexican American, Negroes, *Pre-School Education, *Student Behavior, *Teacher Attitudes, *Teacher Background, Teacher Experience, Head Start Program, Minnesota Teacher Attitude Inventory (MTAI), Behavior Classification Checklist (BCC), Child Attitudes Survey (CAS)

To determine if experienced teachers of the disadvantaged with similar socio-economic backgrounds but of various ethnic origins would differ in (1) attitudes and sensitivities toward child behavior and (2) levels of optimism about working with and Head Start teachers were studied (sic). The Minnesota Teacher Head Start teachers were studied (sic). The Minnesota Teacher Attitude Inventory and two experimental scales, one dealing with attitudes towards specific child behaviors, the other with possible causes of that behavior, were administered to the teachers who were Mexican-American, Anglo, and Negro. Findings were-- (1) Negro and Mexican-American teachers entered the program with more eagerness and empathy, (2) Negro and Mexican-Americans were more optimistic about obtaining positive results, (3) Anglo teachers appeared less dominative and authoritarian than did Mexican-American and Negro teachers in their attitudes toward child behavior (however, these differences, particularly between Negro and Anglo teachers, tended to decrease with teaching experience), and (4) Negro teachers viewed child behavior as being less environmentally and more biogenically determined than did Mexican-Americans, who, in turn, were more disposed to these views than were Anglo teachers. This paper was presented at the American Educational Research Association Annaul Meeting (New York, February 1967). (RP)

8 ED 010 669

Bond, Horace M.
A Study of Factors Involved in the Identification and Encouragement of Unusual Academic Talent Among Underprivileged Populations. Final Report
Atlanta Univ., Ga.
Jan 1967
MF$1.25 HC-$10.84 269P.

*Culturally Disadvantaged, *Social Influence, Racial Segregation, *Academic Aptitude, *Motivation, Academic Aspiration, *Negro Students, Atlanta, Georgia

Members of the Negro population of the United States who had demonstrated "unusual academic talent" by receiving an academic doctoral degree were studied to determine factors that would serve to identify academic promise among underprivileged groups. Factors studied included the importance of (1) the family, (2) the education and occupation of parents, (3) the school, and (4) the psychological and motivational climate of the community. Findings showed that (1) there are approximately 1,600 to 1,800 living Negro holders of academic doctoral degrees, (2) the percentage of these degree holders who were family related far exceeded normal expectation, (3) segregated high schools varied in degree of doctorates produced from one in seven graduates to one in 200 to 300 graduates, (4) state doctorate productivity varied widely, and (5) about two-thirds of all Negro doctorates were graduated from predominantly Negro colleges. Recommendations for improving educational opportunities among the underprivileged were of a broad nature. The author believes that (1) desegregation of school enrollments, and of teaching and administrative staffs, should be undertaken as soon as possible, (2) public school systems should include specialists in the art of character building and the psychology of motivation, (3) such experimental devices as special short-term coaching should be incorporated into the regular practice of schools, and (4) a spirit and program of "universal reformism" is needed today. (AL)

9 ED 002 443
Brazziel, William
Educating the Disadvantaged: Trends and Prospects
Norfolk Division, Virginia State College
Feb 1965
MF-$0.25 HC-$0.56 12P.

Special Education, Compensatory Education, Ungraded Programs, Reading, Disadvantaged Youth, Preschool Education, Elementary Education, Secondary Education, Higher Education, Adult Education, Financial Aid, Extension Education, Remedial Programs, Vocational Education

Compensatory and developmental education is emphasized as the major moving force in the development of the disadvantaged. The development of disadvantaged people is necessary for the continued growth of their communities; programs should be developed which involve disadvantaged children at every stage of their growth and development. To that end, adult education programs to promote family planning, prenatal and postnatal care, and the provision of a better home environment are being adjusted to meet compensatory education needs. Gaps between parental desires and abilities to provide developmental experiences in the early years are being filled with new programs in early childhood education.

In elementary schools, age-grade decrements in school achievements which discourage disadvantaged children are being replaced with ungraded schools, junior primaries, fluid grouping, and strong reading readiness programs. After school hours, many schools are being kept open for tutoring, enrichment, and parent discussions. There is heavy emphasis on field trips, lowered class enrollment, the utilization of Peace Corps returnees and Peace Corps type volunteers, the utilization of new materials on intergroup education, and concentrated reading instruction.

In high schools, education for the vocationally oriented is being tied more closely to preparation for employment; colleges are informing impoverished but academically able youngsters about the increasing sources of support for college attendance and are working with them to develop their competencies for higher learning. In young adult and adult education, the emphasis is on remedying past deprivations.

10 ED 010 406
Bressler, Marvin * Wilcox, Preston
Participant-Observational Study of the Princeton Summer Studies Program for Environmentally Deprived High School Boys
Princeton Univ., N. J.
Sep 1966
MF-$0.50 HC-$2.48 60P.

*Creative Thinking, *Summer Programs, *Student Motivation, *Disadvantaged Youth, Creative Development, Learning Activities, High School Students, *Disadvantaged Environment, Negro Students, Males, Self Expression, Self Concept, Observation, Princeton, New Jersey

A summer program was conducted for disadvantaged youths to engage in activities of creative thinking and expression, wide exploration, free questioning, and self-esteem development. Forty high school sophomore boys (predominately Negro) were counseled, guided, and instructed in such subject areas as literature, science, and art. The research method employed was participant-observation, supplemented by record examinations and specially devised surveys. A post-analysis suggested that many of the student participants exhibited increased academic proficiency, better attitudes toward learning, and greater participation in school and community activities. Indications were that a similar program might be advantageously adopted in many geographical areas. (RS)

ED 003 098

11
Buntin, Ann * Tinsley, Willa V.
Report of Training Program, Workshop for Administrators of Vocational Home Economics Training Programs in Wage-Earning Occupations
Texas Technological Coll., Lubbock
Aug 1965
MF-$0.25 HC-$1.64 39P.

*Occupational Guidance, *Home Economics Education, *Teacher Workshops, *Disadvantaged Youth, Vocational Education, Inservice Teacher Education, Lubbock, Texas

A 3-week training workshop was conducted to provide home economists with an opportunity to develop the knowledge and understanding needed to expand their vocational home economics programs, particularly for disadvantaged youth. Professional background in home economics, involvement in vocational programs, and assignment to administrative responsibilities were some of the criteria used for selection of 33 participants. The program included discussions, lectures, review of guides, individual work projects, and evaluations of the activities. Evaluation included--(1) progress statements on workshop objectives, (2) listing of goals, and (3) a report of goals reached. Recommendations for planning similar programs and suggestions for specific programs were reported. (RS)

ED 010 961

12
Burnett, Calvin W.
Evaluation of Title III-B Migrant Project Office of Economic Opportunity in Collier County, Florida
1966
MF-$0.25 HC-$0.72 16P.

*Migrant Education, *Migrant Children, Migrant Workers, *Migrant Schools, Social Disadvantagement, *Educational Retardation, Neighborhood, *Environmental Influences, Collier County, Florida

This document contains the author's observations of, and recommendations to, the Collier County Schools' Title III-B Migrant Program. He discusses the schools, teachers, classes, environmental conditions, and community agencies which are helping migrant children achieve self-fulfillment. The author recommends that the following suggestions be implemented--analysis and evaluations of the special classes and programs, social and cultural studies of the migrant workers, an increase of co-curricular activities and services in the schools, and a more effective integration of community services and educational programs. (JH)

ED 011 267

13
Bush, Dixon
Education for Disadvantaged
Antioch Coll., Yellow Springs, Ohio
Apr 1965
MF-$0.25 HC-$0.32 6P.

*Culturally Disadvantaged, *College Admission, *College Programs, Academic Ability, Teaching Methods, Admission Criteria, Yellow Springs

Antioch College has initiated a program to provide a college education to socially disadvantaged students with high academic potential. The program offers a challenge to the small liberal arts college to break tradition and become less provincial by admitting students different from the traditional college population. The first group of 11 students, mostly Negro, from three large cities was chosen by indigenous selector groups because early identification of students in their own neighborhoods was felt to be important to the success of the program. Admissions standards were lowered to admit these students, but graduation standards will remain the same. Existing college admissions standards, curriculums, and teaching methods are now being evaluated to determine their relevance in educating disadvantaged students to provide them with greater opportunities. This article is published in "Antioch College Reports," Number 7. (MR)

14 ED 010 246
Cantwell, Zita M.
An Exploratory Study of the Development of More Effective Testing Programs For Students in Differing Cultural Backgrounds
City Univ. of New York, Brooklyn Coll.
MF-$0.25 HC-$1.44 34P.

*Predictive Ability, *Predictive Validity, *Intelligence Tests, *Cultural Differences, *Socio-economic Background, High School Students, Females, Ethnic Groups, New York, New York City, Standard Progressive Matrices, D. 48 Test

The predictive ability of two intelligence tests on a cross-cultural sample was studied. The standard progressive matrices and the D. 48 Test were administered to 1,579 girls in grades 9 through 12. Other test scores were obtained from student records. The cross-cultural groups consisted of (1) Indo-European, (2) Spanish-American, (3) Negro, and (4) Chinese. Measures were made of achievement, socio-economic level, intelligence, and ability. Correlations and comparative procedures were employed in analyses. Scores on both tests emphasized mathematics aptitude and achievement. Neither of the tests validly predicted performance levels, nor did they differentiate among the ethnic groups. Future research was suggested to show how instruments may differentiate within ethnic groups as socio-economic rank changes. (RS)

15 ED 001 973
Carliner, Lewis
A Strategy for Negro Education Problem and Tentative Response
MF-$0.25 HC-$0.48 10P.

*Commercial/Urban Society, Political Pressure, Community Leadership Training Classes, Relief Payments, Negro History Curriculum, Special Training Programs, Armed Forces, Community Career Committees, Public School Construction, Federal Aid, Negro

Attitudes required of the American in his commercial, verbal, and urban society have not been characteristically held by the American Negro because the experiences necessary for developing these attitudes have been denied to him.

None of the existing programs established by Negro integrationists accomplish their goals in acceptable time. The American Negro community should mature enough to choose its destiny, to set its goals, and to devise strategies to achieve them. It could use political pressure, the law, and special training programs.

More specifically, Negro community leadership training classes for adults and community career committees should be initiated. New kinds of public schools should be demanded by the Negro community, presumably through Federal aid to education. Negro history should be taught in all schools. The qualification requirements for the armed forces should be liberalized for Negroes, and relief payments should meet their cultural needs.

16 ED 003 692
Carlton, Lessie * Moore, Robert H.
A Study of the Effects of Self-Directive Dramatization On the Progress in Reading Achievement and Self-Concept of Culturally Disadvantaged Elementary School Children
Illinois State Univ., Normal
1965
MF-$0.50 HC-$3.40 83P.

*Reading Achievement, *Self Concept, Teaching Techniques, *Dramatic Play, *Culturally Disadvantaged, Low Income Groups, *Elementary School Students, *Disadvantaged Youth, Comparative Analysis, Reading Instruction, *Self Directed Classrooms, Basal Reading, Normal, Illinois

The effects of a technique on the reading achievement and self-concept of disadvantaged children were studied. The population sampled was drawn from two schools in a low socio-economic area. The pupils selected from grades 1 through 4 were equally assigned to an experimental or control group. The experimental group received instruction by self-directive dramatization techniques. The control group received reading instruction by the use of a basal reader. The gains made on achievement were determined by pre- and post-test procedures. Self-concept questions were checked before and after the dramatization period by the teacher and observers. The major conclusions indicated (1) significant gains in reading were achieved by the four grade groups using the self-directive dramatization in the reading program and (2) the self-directive dramatization periods produced favorable changes in self-concept of the culturally disadvantaged children. (RS)

17 ED 011 329
Cazden, Courtney B.
Some Implications of Research on Language Development for Preschool Education
Feb 1966
MF-$0.25 HC-$1.32 31P.

*Preschool Programs, *Language Development, *Vocabulary Development, *Grammar, *Disadvantaged Youth, Cambridge

Recent research on language development was reviewed, and the difficulties of transforming developmental research into prescriptions for education were discussed. Research findings and recommendations for preschool teaching were made under the following headings--(1) the acquisition of grammar, structure of language, (2) the acquisition of vocabulary, (3) the acquisition of multiple functions of language, (4) the acquisition of a standard dialect, (5) the relation of language to nonverbal behavior, (6) beginning reading, and (7) elementary education. The author suggests that the preschool child, especially the disadvantaged child, may be helped most in language development by enlarging his linguistic repertoire rather than by trying to correct his nonstandard form. The need for elementary school programs to provide reinforcement for the innovations of preschool programs was emphasized. This paper was prepared for the Social Science Research Council Conference on Preschool Education, Chicago, February 7-9, 1966. (AL)

18 ED 002 045
Commission on Equal Opportunities in Education
California Laws and Policies Relating to Equal Opportunities in Education
California State Department of Education
MF-$0.25 HC-$1.00 23P.

School Sites, Scholarships, School Facilities, Integrated Schools, Achool Attendance, Employment Practices, Athletic Activities, Fraternity Recognition, Student Organization, State Financial Aid, School Boundaries, Pupil Assignment

California, by law and custom, has historically operated on the democratic principle of equality of education opportunity. However, primarily because of residential segregation de facto segregation does exist and has been challenged with the legal authority and moral leadership of the State.

The California Education Code provides for the establishment, when necessary, of a commission to assist local school districts in problems of discrimination. The Education Code also declares that employment of teachers by school districts shall be on the basis of qualifications; no question relating to political or religious opinions or race, color, or marital status shall be asked of candidates for employment. Other sections of the Education Code prohibit discriminatory practices in the areas of student scholarships, textbooks and other instructional materials, athletic events, membership in student organizations, and student housing.

Under the California Administrative Code, it is the policy of the State Board of Education that agencies responsible for assignment of pupils or establishment of school centers shall exert every effort to eliminate segregation. This Code also includes policy of nondiscrimination in the establishment of school attendance areas and practices, in the approving of school sites, and in the formation of unified school districts.

ED 010 782

19
Conners, C. Keith * Eisenberg, Leon
The Effect of Teacher Behavior on Verbal Intelligence in Operation Head Start Children
John Hopkins University, Baltimore, Maryland, School of Medicine
1966
MF-$0.25 HC-$1.12 26P.

*Disadvantaged Youth, Culturally Disadvantaged, *Intellectual Development, *Verbal Development, *Teaching Methods, Teacher Characteristics, Intelligence Quotient, Intellectual Experience, Head Start, Baltimore

Classroom observations of 38 Head Start teachers, taken on four occasions by four different observers, were scored for such content characteristics as (1) amount and kind of communication with the children, (2) stress on obedience or intellectual values, and (3) physical-motor skills. These scores were compared with the children's intellectual growth during the 6-week program as measured by the Peabody Picture Vocabulary Test. Children were found to respond positively to teachers who concentrated on intellectual activities, but showed little verbal growth in classrooms where teachers stressed "materials and property." When there were many teacher communications, IQ increased, although those communications that were corrections and obedience directives produced a smaller increase. Teachers who were scored as "warm, active, varied, and flexible" also contributed to IQ development. The results suggest that when children are rewarded by a warm teacher response they adopt the teacher's values. (NC)

ED 001 449

20
Davidson, Helen H., et al.
Characteristics of Successful School Achievers from a Severely Deprived Environment
City University of New York, The School of Education
Nov 1962
MF-$0.25 HC-$1.92 46P.

Underachievers, Attitudes, Cognitive Abilities, Test Batteries, Overachievers, Self-image, Originality, Learning Styles, Personality Factors, Cultural Disadvantagement, Cognitive Styles

The focus is on personality traits of young children who achieve in school despite environmental handicaps.

The subjects were ten "good" and ten "poor" achievers from the fourth grade in a school located in a severely depressed urban area. The children were chosen on the basis of achievement scores and teacher recommendations. Although all scored at least average on the Otis tests, the poor and good achievers were not matched on IQ. A battery of eight additional instruments was used to measure many cognitive and effective factors. They were administered both individually and in the classroom by two psychologists. Included were: 1) the WISC sub-tests to measure specific cognitive factors; 2) the Rorschach to measure personality factors; 3) the Use of Objects Test to measure divergent thinking; 4) the Drawing Completion Task which measures the ability to see relationships and to generalize; 5) a Story Telling Task to measure the need for achievement and other factors; 6) the Drawing Completion Task to measure creativity and originality; 7) the Semantic Differential to measure attitudes toward school and non-school factors; and 8) Free Drawings to reveal attitudes toward school, teacher and self in relation to family.

The findings indicate that, although a good achiever from an underprivileged environment is relatively controlled and cautious, often stereotyped and constricted, he still retains a degree of creativity. He is more willing to conform to adult demands, has a more positive view of authority figures and greater self-confidence. He is superior in analytical and organizational ability. He excels in tasks requiring memory, attention, and verbal abilities. The poor achiever is burdened by anxiety, fear, and a lack of self-confidence. He is impulsive and expresses his anxiety in excessive talking.

ED 001 723

21
Davis, Allison
Society, the School and the Culturally Deprived Student
Department of Education, University of Chicago
MF-$0.25 HC-$0.88 20P.

Culturally Deprived, In-service Training, Attitudes, Curriculum, Teaching Methods, Human Relations, Community-school Relations, Cultural Factors, Culturally Disadvantaged, Extra-curricular Activities

Belief that all school learning is influenced by the teacher's feeling for the student, by the teacher's cultural evaluation of the student, by cultural motivation and by intrinsic value in the curriculum led to the following recommendations to help the culturally deprived student: study of the community, and of the school in-service training of teachers, new materials in reading and in all phases of the curriculum, new teaching methods and integration of all groups into both classroom and extra-classroom activities.

22
ED 002 109
Deutsch, Cynthia P.
Education for Disadvantaged Groups
Review of Educational Research, American Educational Research Association, 1201 16th Street, NW, Washington, DC
April, 1965
MF-$0.25 HC-$0.36 7P.

Education for the Disadvantaged, Disadvantaged Groups, Mentally Retarded, Socially Disadvantaged, Language Development, Intellectual Development, Educational Programing, Socio-economic Factors, Bibliographies

Recent emphasis has been placed on the cognitive processes and the present, rather than absent, skills of those deficient in intellectual performance. Literature on the mentally retarded, on the socially disadvantaged, and on the relationship of social conditions to intellectual and language development is covered.

The monumental work of the past six years in the field of mental retardation, and the book that probably has most influenced the development of the field, is Mental Subnormality by Masland, Sarason, and Gladwin (1958). Among more recent books are Handbook of Mental Deficiency edited by Ellis (1963), Mental Retardation by Rothstein (1961) and Educating Exceptional Children by Kirk (1962).

Proper educational planning can overcome the deficiencies of the children from disadvantaged circumstances. The emphasis has been on early compensation for the deficiencies in home environment. The books discussed are Intelligence and Experience by Hunt (1961); The Process of Education by Bruner (1960); Education in Depressed Areas by Passow (1963); The School Dropout, edited by Schrieber (1964); and Integrating the Urban School, edited by Klopf and Laster (1963).

A review of studies conducted on the relationship of social conditions to intellectual and language development is presented. The emphasis on educational planning for disadvantaged children shows that the major emphasis in educational programing has been to initiate programs before the gap between these children and their more advantaged peers widens beyond reach.

Included are a bibliography and additional references.

ED 011 017

23
Dey, Charles F. * Jackson, Davis
A Better Chance, an Educational Program Sponsored by Dartmouth College
Dartmouth College, Hanover, New Hampshire
1965
MF-$0.50 HC-$4.12 101P.

Summer Programs, *College Preparation, Private Schools, Scholarships, *Disadvantaged Youth, Tutoring, English Curriculum, Reading Programs, Mathematics Curriculum, *Educational Improvement, Hanover

A summer program offered intensive academic preparation to disadvantaged boys who had received scholarships to independent schools. The program's stress on English, reading, and mathematics was maintained by close personal contact between staff and students, small class sections, and individual tutoring. The tutors lived with the students throughout the program and were thus able to spot potential difficulties and to act to resolve them. Through their insight into the students' personalities they were able to broaden and intensify the overall impact of the program. Weekend excursions, cultural activities, and athletics also were made a part of the program. Seventy-four of the 82 participating students were recommended to the preparatory schools. A 5-year followup study of the academic careers of the participating students is planned. (NH)

ED 011 028

24
Elkin, Anna
A Guide to Current Resources for Anti-Poverty Programs, A Selected Bibliography
Federation Employment and Guidance Ser., New York
MF-$0.25 HC-$2.32 56P.

*Poverty Programs, *Bibliographies, *Culturally Disadvantaged, Government Role, Community Programs, Guidance, Counseling, Jobs, Job Training, Vocational Rehabilitation, Training, Volunteers, New York City

The major emphasis in this list of references is on the economic, training, and vocational problems of the disadvantaged. Specifically, the areas covered are (1) current manpower trends, (2) tools for working with the economically disadvantaged (community programs, education, governmental means, guidance services, and research projects), (3) training guides, (4) vocational rehabilitation, and (5) the work of the volunteer in the community. Persons or institutions to write to for further information are included in the references. The references are available free or at a minimal cost. (JL)

25 ED 010 780

Feuerstein, Reuven * Hamburger, Martin
Proposal to Study the Process of Redevelopment in Several Groups of Deprived Early Adolescents in Both Residential and Non-Residential Settings
Youth Aliya, Jerusalem, (Israel)
November, 1965
MF-$0.25 HC-$1.52 36P.

*Adolescents, *Enrichment Programs, *Culturally Disadvantaged, Day Care Services, Cognitive Development, Foreign Countries, Personnel, Jerusalem

The redevelopment and enrichment procedures used to induce changes in the learning process of adolescents (ages 12-15) will be evaluated. The extent of modification and the best environment for change are secondary interests. Instrumental enrichment, a conscious relearning of learning sets, is the proposed technique for achieving cognitive redevelopment. Some degree of induced regression will accompany this method to allow gradual, nonthreatening learning. Two groups will be formed, each group consisting of subgroups divided by the variables, "deeply deprived" and "significantly deprived." Group "A" will have 150 students living in a youth village. Group "B" will have 120 students attending a day center. It is hypothesized that the residential setting will be more effective in reconstructing the important life stages during which the cognitive processes distorted by cultural deprivation can be relearned. Both groups will be divided equally by sex and proportionally by the amount of instructional enrichment received (all or none). Each group will participate in the project for 2 years and will be evaluated 2 years after the program's completion. (NC)

26 ED 011 907

Flaxman, Erwin * Zinn, Victor
The Education of Teachers of the Disadvantaged, A Selected Bibliography
Yeshiva University, New York, New York, Eric Clearinghouse
MF-$0.25 HC-$0.60 13P.

*Teachers, *Bibliographies, *Teacher Education, *Disadvantaged Youth, Inservice Teacher Education, Preservice Education, Teacher Education Curriculum, Teacher Programs, Teacher Attitudes, Guidelines, School Integration, Teaching Techniques, Intergroup Relations, Urban Schools, Teacher Education, Urban Areas, New York City

This bibliography of research, theoretical, historical, and anecdotal material is a brief, representative list of references which reflect the current thinking about the training needs of the teacher of socially disadvantaged children and youth. The approximately 110 works cited include journal articles, books, speeches, doctoral dissertations, conference proceedings, and selected reports of teacher education programs throughout the country and OEO and NDEA teacher institutes. Most of these published and unpublished works were produced during the 1960's. (JL)

27 ED 011 018

Gewirtz, Marvin H. * and others
Teaching the Disadvantaged--Summer Institute for Professional Training of Teachers, Supervisors and Administrators
Center for Urban Education, New York, New York
September 30, 1966
MF-$0.50 HC-$4.40 108P.

*Disadvantaged Youth, *Teacher Attitudes, *Summer Workshops, *Inservice Teacher Education, *Evaluation, Teacher Education, Administrative Personnel, Supervisors, Questionnaires, Statistical Data, Teacher Programs, Teacher Improvement, New York City, ESEA Title I Project

A 7-week summer institute course for elementary school teachers, supervisors, and administrators who work with disadvantaged children was evaluated by questionnaire. The purpose of the evaluation was to (1) measure the immediate impact of the course on the participants, (2) obtain a self-estimate of the participants' attitudes, (3) explore staff-participant relations, and (4) make recommendations for change. The results showed no measurable change in the participants' optimism or sensitivity about the educability of the disadvantaged child or in a readiness to use nontraditional teaching approaches. However, by the end of the course the participants felt better prepared to teach these students. The evaluators concurred in this judgment and surmised that the participants' confidence had increased during the course. The different objectives of the institute staff and the participants was a source of difficulty in that the staff thought that knowledge of sociological and conceptual theory should have been the primary objective of the course, while the participants were more concerned with the practical knowledge relevant to the situation. It was felt that this summer institute program can be a promising way to reach the disadvantaged by offering their teachers proper orientation about the special problems of these children. (NC)

28 ED 012 274
Goldberg, Miriam L.
Adapting Teacher Style To Pupil Differences--Teachers For Disadvantaged Children
1964
MF-$0.25 HC-$0.88 20P.

Teaching Techniques, *Disadvantaged Youth, Classroom Communication, Models, Individual Differences, Environmental Differences, *Research, Academic Achievement, Student Characteristics, Teacher Education, Training Laboratories, *Effective Teaching, *Teacher Characteristics, *Teachers, Teacher Influence, Test Interpretation, Merrill Palmer Institute, Detroit

The assumptions of this review of studies which evaluate teacher style and verbal behavior as it relates to pupil achievement are (1) a pupil's learning is a function of the instruction he receives, (2) teachers are differentially suited to certain groups, and (3) disadvantaged children need teachers with special training. It is noted that, in terms of decreasing proficiency, pupils have been described as "strivers," "conformers," "opposers," and "waverers," and teaching style has been termed "self-controlled," turbulent," and "fearful." A hypothetical model for the disadvantaged present here stresses (1) the need for mutual respect and understanding, (2) a realistic appraisal of the environmentally based, emotional and academic problems of students, and (3) the knowledge that standard tests measure current academic achievement and ability, and not innate intelligence. To upgrade academic levels, the teacher should establish a businesslike relationship with students which combines warmth, good pedagogical techniques, and an extensive knowledge of his subject. The successful teacher should blend order with flexibility, and his training, in addition to content mastery, should include (1) the use of social work and behavioral science findings to develop new curriculums and (2) inservice experience in the depressed areas in which he will work. This article was published in the "Merrill-Palmer Quarterly," 1964. (NH)

29 ED 010 010
Goldstein, Kenneth M. * Chorost, Sherwood B.
Preliminary Evaluation of Nursery School Experience on the Later School Adjustment of Culturally Disadvantaged Children
Staten Island Mental Health Soc. Wakoff Res. Ctr., N.Y.
State Univ. of New York, Downstate Medical Ctr., Brooklyn
1966
MF-$0.25 HC-$1.44 34P.

*Kindergarten, *Pre-school Evaluation, *Nursery Schools, *Student Adjustment, *Culturally Disadvantaged, Pre-school Education, Comparative Analysis, First Grade, Second Grade, Third Grade, Socio-economic Status, New York, Staten Island, Brooklyn

The major objective was to determine whether culturally disadvantaged children in an urban area with pre-school experience are better adjusted in the primary grades than are similar children without such experience. A secondary objective was to determine whether there are differences in adjustment between those having nursery school as opposed to kindergarten experience. The sample consisted of 42 first-grade, 43 second-grade, and 32 third-grade public school students living in a low socio-economic geographic area of Staten Island, New York. Three types of pre-school experience were studied--(1) nursery school, (2) kindergarten (with no prior nursery school experience), and (3) no kindergarten and no nursery school. Analysis of school adjustment was made through use of scholastic records, guidance counselor reports, absence, tardiness and truancy reports, results of group achievement (California Achievement Tests) and group intelligence (California Test of Mental Maturity) tests, teacher ratings of personal-social adjustment (Cassel Behavior Rating Scale) and peer ratings of social acceptability (Hereford's Sociometric Rating Technique). The major findings of the study were than low socio-economic level children with formal pre-school experience (either nursery school or kindergarten) are better adjusted at the primary (1-3) grade level than children without pre-schooling. It appears that children with no pre-schooling are especially poor performers in reading and arithmetic achievement. There were no significant differences in school adjustment between nursery school and kindergarten-trained children. (GC)

ED 002 977

30
Goodman, Thomas L.
Instructional Programs in Secondary Schools Serving Contrasting Socio-economic Areas in Large Cities
Ohio State University, Columbus, Research Foundation
1965
MF-$2.75 HC-$27.32 681P.

School Systems, *Secondary Education, Comparative Analysis, *High Schools, *Urban Schools, *Socio-economic Status, *School Administration, School Environment, School Services, Opinions, Instructional Programs, *Disadvantaged Youth, *Affluent Youth, *Instructional Materials, Guidance Services, Columbus, Ohio

A source of specific information was developed on instructional programs in junior and senior high schools serving contrasting socio-economic areas of seven large cities of the Midwestern United States. The information sought in this study (gathered by observation, interview, and inventory methods) fell into two catagories--(1) data about the instructional programs and (2) data about the human dimension of the secondary schools surveyed. The project results were used primarily to describe differences and similarities between schools serving adolescents in depressed socio-economic areas of large-cities and those serving privileged areas of the same cities from standpoints of (1) instructional programs, (2) organization for instruction, (3) school facilities, teaching aids, and instructional materials, (4) administrative and guidance activities and services, (5) instructional procedures, (6) perceptions, techniques, ideas, and approaches of local school administrators, guidance personnel, and teachers, (7) makeup of instructional staffs in such dimensions as numbers, preparation, experience, tenure, age, and placement, (8) curricular and extra-curricular services, and (9) impingements on specific instructional programs. Differences in programs, practices, and approaches were also compared among different cities and states. In general it was found that little allowance was being made in the school programs studied to compensate for differences in the makeup, outlook, and motivation of youth in depressed versus privileged socio-economic area schools. Questions appearing worthy of further investigation were outlined. (JH)

ED 001 805

31
Gordon, Edmund W.
Counseling Youth Who Are Handicapped by Social Status Differences
Teachers College, Columbia University, New York
MF-$0.25 HC-$0.36 7P.

Social Status Differences, Negative Personality Aspects, Positive Personality Aspects, Youth, Dialectics, Self-Image, Creativity, Behavioral Development, Socio-Cultural Patterns, Selective Motivation, Fixed Intellegence, Counseling and Guidance, Low-Level Aspiration, Learning Patterns, Personal Relationships

In order to understand youth handicapped by social status differences, it was necessary to realize positive and negative aspects of their personalities. Some of the negative aspects were contradictory attitudes toward self and others, materialistic attitudes, low-level aspiration and motivation, and different socio-cultural patterns. The positive aspects included selective motivation and creativity, capacity for meaningful and loyal personal relationships, ingeniousness, and resourcefulness.

Principles helpful in dealing with disadvantaged children were formulated. These included accepting the invalidity of the concept of fixed intelligence. The dialects of development gave to temporal and sequential factors a critical role in determining the appropriateness of procedures in behavioral development and change. Disturbed learning patterns were recognized as the products of specific learning disabilities. The interpersonal relationship that we call counseling and interviewing may often be entirely inappropriate.

ED 010 083

32
Gordon, Ira J. * and others
An Inter-Disiplinary Approach to Improving the Development of Culturally Disadvantaged Children
University of Florida, Gainesville
1966
MF-$0.50 HC-$5.00 123P.

Tutoring, *Tutorial Services, *Cultural Disadvantagement, College Students, Negro Students, *Elementary Schools, *Junior High School, *Education Majors, Gainesville, Florida

This is the tutorial program of the interdisciplinary program to improve the development of culturally disadvantaged children. The objectives were to (1) improve pupils' attitudes toward teachers and schools, (2) improve pupils' self-concepts in the areas of academic ability, and (3) increase pupils' general level of physical health. The tutoring population were education majors in the beginning Psychological Foundation courses who prepared and maintained complete diaries of tutorial sessions which were submitted weekly to classroom teachers and the student's professor. The 60 pupils selected for tutoring 1 hour a week for 20 sessions were from a then-Negro elementary school, a then-white elementary school, and a then-white junior high school which served the lower class section of town. Physicians and nursing students were used where physical condition affected scholastic performance. Physical examination records, behavior description charts, self-concept inventories, home and student interviews, attendance records, and tutorial evaluation forms were the data sources. Conclusive results were not obtained. Suggestions and recommendations are included. (GC)

ED 002 551

33
Gottlieb, David
Goal Aspirations and Goal Fulfillments: Differences Between Deprived and Affluent American Adolescents
Michigan State University, East Lansing, Michigan
March, 1964
MF-$0.25 HC-$0.84 19P.

Disadvantaged Youth, Integration, Higher Education Goals, Adolescents, Socio-economic Factors, Values Social Structure, Aspirations, Parents, Attitudes, Negro Youth, Racial Factors, Secondary Education, Affluent Youth

Research findings on the perceptions, aspirations, and values of Negro and white high school students are reported. Data are based on a questionnaire administered to four groups including: all students from an urban and a rural Negro segregated Southern high school, all students from a white segregated high school in each of the same two communities, a 25 percent random sample of Negro and white students in an interracial high school in a large, midwestern, industrial community, and a 25 percent random sample of Negro students in an all-Negro high school in a large Northern city.

Among the findings are the following: At every status level, Negro parents have less education than white parents of similar backgrounds. For both races, educational achievement is lowest for rural youth. More Negroes come from broken homes at each class level than do whites. The lower the class background of white youth, the lower are their mobility aspirations; however, over 80 percent of the Negro students at each class level want to go to college. Unlike the whites, Negro females are more likely to want a college education than Negro males. More Negroes from Southern segregated schools want to attend college than those from Northern schools. Expectations in terms of occupational placement are lower for Negroes. Negroes at Southern segregated schools match expectations with aspirations more than do those in Northern schools. Negro youth are less likely than white youth to perceive goal consensus between themselves and teachers. Positive perceptions are found where Negro students refer to Negro teachers.

Educators should move from the concept of the interracial school to a totally integrated one, both socially and academically, even though many segregated Negro schools are superior to interracial Northern ones. Disadvantaged Negroes and whites do not see goal consensus between classroom activities and their own ends; thus, educational emphasis should be on immediate benefits of education rather than on long range plans. More systematic and realistic research with disadvantaged children should be conducted.

34 ED 001 557
Gottlieb, David
Who Am I? Who Cares? The Challenge of Culturally Alienated Youth
Michigan State University, East Lansing, Michigan
MF-$0.25 HC-$0.56 12P.

Immigrants, Puerto Rican, Attitude, Value System, Social Worker's Role, Middle Class Curriculum, Large Urban Centers, Mexican, Rehabilitation Programs, Culturally Alienated Youth, American Negro, Southern White, Professional Preparation

The definition of "culturally alienated" included those people who were the more recent immigrants to the large urban centers; specifically referred to were the American Negro, the Puerto Rican, the Mexican and the Southern white. These people were lowest in employment, income, formal education and employment; they were also lowest in participation in civic and social organizations and in most tests of academic ability.

One of the problems that faced interested people was to convince the alienated that one seeks to assist them in the attainment of responsible, productive, creative and dignified ends. Another problem was the bitterness and isolation that the alienated feel about the "good life." The young people found it difficult to compete with their more affluent peers within the setting of many American schools. It was not a lack of concern on the parts of their parents but rather a lack of knowledge and sophistication about what was being taught in the schools. Thus it was evident that the alienated child would be the first to become disenchanted with the schools. By the time this child reached adolescence the problem had become compounded and he began to move away through personal contact and identification with adults in his own world.

The answer to this problem came with rehabilitation programs for the very, very young rather than the dropouts. Special extra-curricular activities, additional staff members and trained personnel could make progress with these children. Also the preparation of professionals - teachers, social workers, therapists, and guidance counselors - should include special training in the sociology and psychology of this group.

35 ED 002 994
Greenberg, Harold and others

The Bridge Project Followup Study
City Univ. of New York, Queens Coll., Flushing, N. Y.
Dec 1965
MF-$0.25 HC-$2.32 56P.

*Followup Studies, High School Students, *Teaching Methods, *Team Teaching, *Curriculum Enrichment, Teacher Improvement, Disadvantaged Youth, *Culturally Disadvantaged, Student Attitudes, Achievement Gains, Flushing, New York, Bridge Project

An experiment conducted at the junior high school level in New York City to evaluate the effectiveness of a new kind of learning environment on the education of disadvantaged youth was undertaken as a followup to the "bridge" project. The fundamentals involved using a new type of team-teaching instruction in the areas of English, mathematics, science and social studies. Initial results showed no significant differences in this new teaching approach over the conventional approach. In the belief that some results in achievement and attitudes of the student participants might first become evident subsequent to the termination of the project, the followup investigation was implemented. Of 130 experimental and control subjects who completed the original test-retest program, approximately 100 were located and interviewed. Prior to the interviews, data were obtained on each subject relating to (1) enrollment in high school, (2) curriculum pursued, (3) dropout information and work histories, and (4) academic, behavior, and attendance records. The interviews sought information concerning (1) satisfaction with school work, (2) perceptions of academic performance, (3) future plans and aspirations, (4) evaluations of junior high school experiences, (5) reasons for dropping out of school, and (6) work experience satisfactions (in cases of dropouts). On all these variables no statistically significant differences between the experimental and control groups were found. (JH)

36 ED 011 041

Groves, Ramsey M.
A National Survey of Vocational Education Programs for Students with Special Needs
Ohio State Univ., Columbus, Ctr. Voc. and Tech. Ed.
May 1966
MF-$0.50 HC-$4.08 100P.

*Disadvantaged Youth, *Vocational Education, *Special Education, *High School Students, Questionnaires, Educational Surveys, Program Administration, High Schools, Curriculum, School Personnel, Teachers, Columbus

The major objective was to ascertain the status of vocational education for students with special needs. The study included only programs operated in public high schools, funded either partially or fully by the Vocational Education Act, Public Law 88-210, and designed specifically for students who have academic, socio-economic, or other hendicaps that prevent them from succeeding in regular vocational education programs. Programs for students who have low mental capacity and require a high degree of attention by specially trained school personnel were excepted. Of the 333 teachers receiving a survey questionnaire, 229 responded. However, only 79 questionnaires were usable because of the scope of the study. The programs were similar to the regular vocational programs. A majority were operated for more than one type of disadvantaged student and the curriculums were planned and adapted to the students' abilities. They were often designed to train the student for employment in a broad spectrum of occupations rather than for a particular skill. A national survey to determine the numbers and locations of students with special needs and research to determine numbers and kinds of jobs for which students with special needs could be trained were recommended. (SL)

37 ED 010 777

Gussow, Joan * Bailey, Beryl L.
Summary of the Proceedings of the Working Conference on Language Development in Disadvantaged Children (1st October 20-22, 1965)

MF-$0.25 HC-$0.92 21P.

*Language Development, *Disadvantaged Youth, Conferences, Linguistics, Speech Habits, Social Influences, School Role, Language Research, New York City

The participants in the Conference on Language Development in Disadvantaged Children agreed that the basic language goal for disadvantaged children should be literacy in standard English so that they will become employable. They also felt that attention should be given to how limited language usage constrains the children's intellectual development and social mobility. Priorities should be established in the analytic and descriptive research of the form and function of language among these children, in the models for the roles and the range of speech patterns offered by the community (home, school, and neighborhood), and in the proper place for change (in the child, school, or society). A descriptive list of essential areas for research was proposed, including (1) studies of the development of language and its relationship to cognitive processes and the learning function, (2) investigations of attitudes toward dialect and bilingualism, (3) studies of the motives and procedures for change, and (4) evaluations of the relevance of the reliance upon language in the school curriculums. (JL)

38 ED 010 427
Hamaty, George G.
Some Behavioral Correlates of Organizational Climates and Cultures
Syracuse University, New York
1966
MF-$1.00 HC-$8.48 210P.

*Behavior Patterns, *School Organization, *Educational Environment, Personality Assessment, Teachers Attitudes, Student Behavior, *Cultural Environment, *Socio-economic Status, Syracuse, New York

The influence of school cultures (conventional, work, and impulse expression) on selected pupil and teacher behavior variables was studied. The variables included pupil achievement, teacher and pupil absenteeism, and teacher turnover. Also studied was the socio-economic level of school neighborhoods as related to school culture. Teachers and pupils of 40 schools in a large urban school system served as the sample. The instruments employed in the study included (1) the activities index and the organizational climate index for teacher response, (2) the Iowa Tests of Basic Skills and of Educational Development for Pupil Response, and (3) a socio-economic areas index. The conclusions were that (1) the socio-economic level of the school neighborhood does not affect the culture of the school, and (2) relationships between pupil-teacher behaviors and school culture were negligible in all cases except for pupil absenteeism. (RS)

39 ED 011 970
Harp, John * Morton, Mildred
Factors Associated With The College Attendance of Youth
Cornell University, Ithaca, New York
Sept. 1966
MF-$0.50 HC-$3.08 75P.

*College Attendance, Secondary School Students, Disadvantaged Environment, *Environmental Influences, Longitudinal Studies, *Family Influence, *Sex Differences, *Aspiration, High School Role, Depressed Areas (Geographic) Occupational Choice, Student Motivation, Ithaca

The effects of a number of independent variables on college attendance rate were studied, using a sample (590) of male and female high school graduates from a relatively underdeveloped region. The variables investigated were social class, size of high school, education of father, education of mother, number of siblings, sex, marital status, residential background, mental aptitude, educational aspiration, vocational aspiration, and high school curriculum. A social-environment variable dealt with the proportion of professional occupations in the townships where the subjects graduated fom high school. Evaluative data was gathered on the sample while in high school and 3 years after graduation to determine migration patterns and occupational status. An initial finding, revealing that a higher proportion of girls than boys aspired to a college education, led to the use of sex as a control variable. All independent variables were found to be related to college attendance. Relative importance of each of the variables, however, was different between boys and girls. An analysis, controlling for sex and educational aspirations, indicated a significant difference in college attendance rates for two township environments characterized as high and low in professional occupations. The results suggested that programs concerned with encouraging students to attend college should take into account the different patterns of influence for boys and girls. (JH)

40 ED 010 781
Haubrich, Vernon F.
Cross-Cultural Approaches to Behavior and Learning
Aug. 1965
MF-$0.25 HC-$0.60 13P.

*Cultural Differences, *Culturally Disadvantaged, *Teacher Attitudes, Teacher Improvement, Cultural Awareness, Parent Participation, Social Differences, Student Characteristics

The teacher and the school system serve as the key mediators in the acculturation of students from deviant subcultures. However, the teacher's commitment to the ethics of work and compitition, her future-oriented value system, and her concept of a father-dominated nuclear family structure tend to alienate her from her students. As a result, many Indian and East Harlem children, whose culture is different from hers, may never acquire the tools for full acculturation. Alienation between student and teacher is further reinforced by the child's concept of the teacher as a success in a hostile culture and by the teacher's materialistic motivation for choosing her profession. Moreover, the educator's opportunity for personal, individual evaluation of students is often limited by administrative proscriptions. Several important steps in teacher education can assure a more successful cultural bridge between student and school personnel. The staff should understand and accept the presence of alien subcultures in their school and initiate measures for parent cooperation and student participation in programs for developing skills and raising the aspiration level. The teachers should also exhibit flexibility in recognizing and rewarding evidences of nonverbal achievement. (NC)

41 ED 010 587
Henderson, Ronald W.
Environmental Stimulation and Intellectual Development of Mexican-American Children--An Exploratory Project
Arizona University, Tucson
1966
MF-$1.00 HC-$9.76 242P.

*Environmental Influences, *Mexican Americans, *Intellectual Development, Interviews, Comparative Analysis, *Family Characteristics, Bilingual Students, Educational Experience, *Early Experience, Grade 1, Disadvantaged Environment, Background, Culturally Disadvantaged, Van Alstyne Picture Vocabulary Test, Tucson, Arizona, Goodenough Harris Drawing Test, Index of Status Characteristics

The relationship between specific environmental (subcultural) factors and the development of intellectual abilities of Mexican-Americans was studied. The sample consisted of 80 first-graders and their families. Assignments were made for comparison of the subjects into either a high potential group or a low potential group. Assignments were determined by composite scores obtained on the Van Alstyne Picture Vocabularly Test and the Goodenough-Harris Drawing Test. Interviews were then conducted with the mothers of the subjects and transcribed. Rating scales were used to measure 33 characteristics, relating to a set of nine environmental process variables. An index of status characteristics was computed for each family, and environmental ratings of family life were obtained. The children in the high potential group were found to come from backgrounds that offered a greater variety of stimulating experiences than were available to most children in the low potential group. In addition, high potential children scored significantly higher on vocabulary tests in both English and Spanish. Further research was suggested to be based on observation rather than interview reports and to focus in greater depth on a narrower range of variables in a study of intellectual development. (RS)

42 ED 003 065
Hunt, David E.
Indicators of Developmental Change in Lower-Class Children
Syracuse Univ., N. Y.
1965
MF-$0.75 HC-$5.80 143P.

*Personality Assessment, *Personality Change, *Lower Class Students, *Culturally Disadvantaged, Course Organization, *Student Development, Educational Programs, High School Students, *Program Development, Comparative Analysis, Middle Class, Syracuse, New York

Personality variations among lower-class children were explored by (1) devising and refining theory-relevant methods of personality measurement and (2) using these methods to investigate developmental change and to organize programs of differential educational treatments. Groups of several hundred students from a "culturally deprived" junior high school in Syracuse, New York, were twice administered a battery of 12 measures during 2 consecutive years. Such variables as conceptual level, negativism, social desirability, anxiety, and curiosity were measured. Comparisons were made between the first- and second-year scores to determine a "change score" for each variable. Teacher rating and IQ measures were administered during the second year only. Results of all measures were analyzed by establishing the following test score groups--(1) individual test groups by sex, (2) classroom groups by school grade, and (3) test-retest correlation groups. Cross-validations were accomplished and comparisons made with middle-class peer groups on all conceptual level measures. The most significant results of the overall project were in the area of homogenous classroom grouping (not originally planned for investigation), while results of the major project aim, the development of change indicators, were less significant. It was determined that a more individualized approach must by taken before rewarding results in the area of developmental change can be recognized. (RS)

43 ED 011 016
Jones, Roy J. * Terrell, David L.
Problems Associated with Developing a Realistic Employment Counseling Program for Disadvantaged Urban Youth
1964
MF-$0.25 HC-$2.16 52P.

*Counseling Centers, *Employment, *Disadvantaged Youth, *Delinquents, Employment Problems, Counseling Techniques, Dropouts, Employer Attitudes, Counselors

A youth employment counseling center was established to provide a tentative working model for the setting up of new youth employment programs. Many of the socially disadvantaged youths (ages 16 to 18) served by the center had police records. The center's counseling staff was recruited from many disciplines and dealt only with the problems related to the youths' employment problems and with their developing a realistic and meaningful outlook about their future. Counseling and employment placement problems arose from the youths' inadequate means of expression, lack of know-how in taking written tests, academic handicaps, and self-defeating attitudes. The youths' police records and labor laws prohibiting youth employment further contributed to the problems of finding jobs for them. (BD)

ED 011 454

44
Knoell, Dorothy M.
Toward Educational Opportunity for All
State Univ. of N.Y., Albany
31 Aug 1966
MF-$1.00 HC-$9.44 234P.

*Junior Colleges, *College Planning, *Disadvantaged Youth, Urban Education, Manpower Development, Vocational Education, Culturally Disadvantaged, Educationally Disadvantaged, Disadvantaged, Albany

The Board of Trustees asked that this study be made before establishing what would in effect be a third type of 2-year college in the New York State University system. The proposed program would include the disadvantaged in urban areas and the lowest quarter of high school graduates, among others. The major phases of the inquiry included an assessment of the manpower situation and a review of what is being done by other agencies, institutions, and special groups to solve the dual problem of producing trained manpower and meeting the needs of young people for educational opportunity. Original research was undertaken in the three areas--student-parent interviews, college attitudes and opinions, and followup studies of college dropouts. The plan for each study is presented briefly, followed by a summary of the major findings. Six background papers on various aspects of extending opportunity, particularly with respect to urban disadvantaged youth, are summarized. Conclusions, implications, and guidelines for establishing and developing state university urban centers end the report. (HS)

ED 001 120

45
Kvaraceus, William C. et al
Negro Self-Concept: Implications for School and Citizenship
Cooperative Research Program, Office of Education, Department of Health, Education and Welfare
1964
MF-$1.00 HC-$10.36 257P.

Self-Concept, Politics, School Role, Teacher Role, Social Adaptation, Racial Problem, Social Revolution, Community Role, Government Role, Stereotypes, "Role-Play", Teacher Training, Social Worker, Research

Three sections are presented: 1) The Self-Concept: Basis for Re-education of Negro Youth, 2) Political Socialization of Negroes: Image Development of Self and Policy, and 3) Negro Youth and Social Adaptation: The Role of the School as an Agent of Change.

Some of the issues discussed are: that the problem is one of disadvantaged youth as well as a specific racial one, that the pace of the Negro revolt and social change is increasing, that the schools are intricately involved in a social revolution, and that the Negro has a problem of finding a sense of self as he moves up the social structure.

Proposals for changing social-civic process involve more effective politics, greater use of the school, community events (like boycotts and sit-ins), parental action regarding the school, and involvement with municipal county and state government units.

ED 011 523

46
Lawrence, G.H. * Long, L. M. K.
The Effect of Previous Poverty Experience on Success in Teacher Corps Pre-Service Programs
1965
MF-$0.25 HC-$0.72 16P.

*Achievement Rating, *Culturally Disadvantaged, *Economic Disadvantagement, *Evaluation, Faculty, Poverty Programs, Preservice Education, Rating Scales, Statistical Analysis, Tables (Data), *Teacher

Interns, National Teacher Corps

National Teacher Corps interns enrolled in a program for teaching the disadvantaged (typical number of 35 to 40 persons) were rated by faculty members at eight universities on (1) academic performance, (2) teaching and field performance, (3) relationship with the disadvantaged, (4) personal stability and strength, (5) interpersonal effectiveness, and (6) commitment and general promise. Differences in ratings were examined among interns who varied in duration and type of previous poverty experience, that is, (1) no poverty area experience, (2) less than 1 year of experience in a poverty area, (3) at least 1 year of having worked in a poverty area or lived in a poverty area, or both lived and worked in poverty areas. All raw scores were converted to standard scores within each program. The group with less than 1 year of poverty area experience scored significantly higher than each of the other groups. The authors hypothesized that those with less than a year of poverty experience were largely middle class, well educated college graduates who have sufficient motivation, idealism, and initiative to spend a long vacation in volunteer poverty work and that since ratings were of performance in the program rather than on the job, this group would be expected to do better. Nevertheless, they felt that it is still possible that one of the other groups would be more effective in actual work with the disadvantaged because of their greater experience with such persons. (LC)

47 ED 003 293
Lesser, Gerald S. * and others
Mental Abilities of Children in Different Social and Cultural Groups
City University of New York, Hunter College
1964
MF-$1.00 HC-$9.40 233P.

*Ability Identification, *Cultural Background, *Academic Performance, Cultural Factors, *Elementary School Students, *Social Differences, Measurement Instruments, Sociocultural Patterns, Grade 1, New York City, New York

Instruments previously developed to measure mental abilities in western cultures were modified and used with children from a wider range of backgrounds. Chinese, Jewish, Negro and Puerto Rican children from the first grade were selected and divided into 2 social groups and 16 subgroups. The total sample consisted of 320 children who were tested for identification of varying intelligence abilities and cultural differences. Effort and persistence, persuasibility, and age were controlled in the analysis of covariance design. The results produced these general conclusions--social-class and ethnic-group membership have strong effects on mental abilities, and patterns once emerged do not alter within groups. (RS)

48 ED 011 905
Levine, Daniel U.
Stereotypes Regarding Disadvantaged Students
MF-$0.25 HC-$0.28 5P.

*Disadvantaged Youth, *Slum Schools, *Stereotypes, Teacher Attitudes, Administrator Attitudes, Discipline Problems, Aspiration, Parental Aspiration, Behavior, Motivation

The author submitted that negative preconceptions often hinder the effectiveness of teachers and administrators in culturally depressed areas. Most disadvantaged children are not special discipline problems, nor exceptionally hostile or unresponsive. They and their parents have high, even unrealistic, educational aspirations. Teachers should encourage the self-discipline which leads to academic success, which, in turn, would break the cycle of self-fulfilling prophecies of failures. This article was published in "Journal of Secondary Education," Volume 40, Number 3, March 1965. (NC)

49 ED 012 058
Lohman, Joseph D.
A Sociological Approach to Understanding Disadvantaged Youth
California State Dept. of Education, Sacramento
1966
MF-$0.25 HC-$0.64 14P.

Culturally Disadvantaged, *Sociology, Behavior Change, Behavioral Sciences, Social Adjustment, *Subculture, Civil Rights, *Educational Philosophy, Population Growth, Racial Segregation, Social Structure, *Disadvantaged Youth, Speeches, Sacramento

The effects of the revolution in population, civil rights, and technology on various groups, such as adolescents, the lower classes, and minority groups, are discussed. The total effect of this revolution has been to drive the American society apart, forcing it to manifest itself in local subcultures which are formed by the problem-solving tendency of human groups when confronted with specific and recurrent problems. Individuals, including the culturally disadvantaged, must be evaluated in terms of the values, attitudes, and perspectives of their subculture. The school has an obligation to adjust its goals and philosophy in relation to the needs of the group it is serving, rather than to impose the same values and attitudes upon all groups. Reasons for the existence of the "War on Poverty" in an affluent society and observations of why it is partially unsuccessful are given. (PS)

50 ED 010 026
Longabaugh, Richard
An Analysis of the Cross-Cultural Study of Children's Social Behavior, Final Report
Cornell Universtiy, Ithaca, New York
May, 1966
MF-$0.50 HC-$4.84 119P.

*Interpersonal Relationship, *Behavior, *Social Relations, *Cultural Differences, *Sociocultural Patterns, Social Attitudes, Culture, Childhood Attitudes, Ithaca, New York

Systematically observed, recorded, and coded interpersonal behaviors of children, ages 3 to 11, were examined for the existence of cross-culturally consistent relations between their behaviors. The study sample consisted of over 130 children from diverse cultures, and was selected from communities in New England, Mexico, Africa, India, Okinawa, and the Philippines. Twelve categories of action collected from behaviors of the children as they were observed in natural settings, were the primary focuses of the analysis. It was suggested that three factors seem to produce the amount and kind of interpersonal behavior of a child--(1) his ability to mediate outcomes for others, (2) his predisposition toward others, and (3) the consequences for social exchange which arise out of the interaction of these two principal factors. This structure was apparently compatible with theory and research in at least three separate areas of research--(1) clinical psychology, (2) small group research, and (3) mother-child interaction. Correlation matrices for behavior rates by specific cultures were provided for each of the 12 categories of action in the report. (JH)

51 ED 012 060
Lopez, Leo
Principles and Programs of Compensatory Education
California State Dept. of Education, Sacramento
1966
MF-$0.25 HC-$0.32 6P.

*Disadvantaged Youth, *Compensatory Education, Droupout Prevention, *Pilot Projects, Cultural Enrichment, Remedial Programs, *Compensatory Education Programs, California, McAteer Act, Sacramento

The California McAteer Act authorized the establishment of a 2-year pilot project aimed at uncovering methods of encouraging culturally disadvantaged children to remain in school until graduation. Selection of 16,000 disadvantaged students from 24 school districts was based upon the student's socio-economic background, his achievement level, and the school district's plans for implementing experimental compensatory education programs. The successful compensatory program develops the culturally and socio-economically handicapped child by (1) demonstrating to pupils a close relationship between the classroom and life, (2) providing remedial and enrichment experiences necessary for academic and social success, and (3) arousing aspirations which will enable a pupil to establish constructive and positive goals. Approaches utilized are small classes, remedial instruction, close teacher-parent cooperation, flexible class arrangements, staff orientation and training, pre-school and parent education, emphasis on language skills, tutorial instruction, and extra library facilities. Interim results of various programs are described. (PS)

52 ED 012 061
Love, Ruth B.
Summary and Recommendations for Strengthening Counseling Services for Disadvantaged Youth (Title Supplied)
California State Department of Education, Sacramento
1966
MF-$0.25 HC-$0.36 7P.

*Disadvantaged Youth, *Educational Opportunities, Economic Disadvantagement, Counseling, State Aid, Dropout Prevention, Guidance Services, State Programs, *Counseling Services, Sacramento

The educational challenge in America's changing society is to bring equal educational opportunities to all. School counselors must expand and strengthen the services they offer. The common denominator among so-called "disadvantaged" groups is poverty, and educators must understand both the problems and the positive qualities of the poverty culture. New, positive approaches must be used in a middle-class-oriented educational system in order to succeed with disadvantaged students. Family focus is a necessary part of compensatory education programs. Lists of recommendations resulting from a series of workshops dealing with education of the disadvantaged child are presented to the State Department of Education and to coordinators of guidance services. (PS)

53 ED 002 228
Mackler, Bernard
The Successful Urban Slum Child: A Psychological Study of Personality and Academic Success in Deprived Children
Institute of Urban Studies, Teachers College, Columbia University, New York 27, New York
March, 1965
MF-$0.25 HC-$1.00 23P.

Children Negro, Elementary School, Deprived Children, Socioeconomic Factors, Deprived, Socially Deprived, Disadvantaged, Psychological Studies, Personality, Academic Success, Social Environment, Deprived Children

Successful elementary school pupils from low income households in depressed neighborhoods of the urban North are compared with average and failing pupils from identical settings. The aim of the three-year project is to document different patterns of personal and social development and to relate these patterns to scholastic performance. Emphasis is on differences in the personal and interpersonal situations that mold the highly motivated in contrast to the average and the failing student.

During the first year of the project, a study was made of the academic and school environment to ascertain and identify the various abilities of each pupil. During the second year, a group of relatively successful students will be selected; comparisons of home and peer group affiliation will be made between these students and the average and failing students. During the third year an intensive study will be made of children who succeed academically and those who do not. An attempt will be made to measure the individual's desire to succeed academically.

Ethnic composition, grade level subject achievement, IQ scores, classroom observations, home and background information and home interviews are depicted in tables.

Findings show that one encouraging adult figure in a child's background is essential for success in school. Parents usually realize the importance of education but are vague as to how it can help the child after he graduates from high school. Behavior is a more important consideration for academic success than ability.

54 ED 001 764
Mackler, Bernard
The Successful Urban Slum Child: A Psychological Study of Personality and Academic Success in Deprived Children, Progress Report and Prospectus
Institute of Urban Studies, Teachers College, Columbia University, New York, New York
March, 1965
MF-$0.25 HC-$0.96 22P.

Deprived Children, Urban Education, Personality Studies, Culturally Disadvantaged, Sociological Factors, Student Motivation, Environmental Factors, Psychological Studies, Academic Success, Classroom Environment, Child Psychology, Slum Children

Relatively successful elementary school pupils from low income households in depressed neighborhoods of the urban North were compared with relatively average and failing pupils from identical settings. No attempt was made to illuminate the interplay of psychological, familial, environmental, sociological, and economic factors in the education of children from disadvantaged families. Academic motivation was evaluated from the pupil's viewpoint. Results indicated that the desire to learn is not innate, but acquired through an interaction of school, subject matter, and the adults and peers who transmit attitudes toward school.

Interviews were conducted, and although parents felt that education was important, they became vague when asked how this would help a child when he became 17 or 18 years old. They seemed to lack information about educational opportunities after high school graduation. The committee recommended: a continuation of the grant to complete scoring and analyses of the first phase of the study and a systematic interviewing of children and their families.

55 ED 001 625
Mackler, Bernard Giddings, Morsley G.
Cultural Deprivation: A Study in Mythology
Teachers College Record, Teachers College, Columbia University, New York, New York (Vol. 66, No. 7)
April, 1965
MF-$0.25 HC-$0.32 6P.

Cultural Deprivation, Child's Attitude, Guidance, Culturally Disadvantaged, Teacher's Role, New Curriculum, Parent's Attitude, Community Role

If youngsters are to be helped and to be offered equality of educational opportunity, the tags, misunderstandings and myths which have blocked past paths to progress must be discarded and avoided. The term, "cultural deprivation" carries with it a contradiction in meanings. It suggests, very incorrectly, that a culture can of itself be deprived.

The professional person must behave in a manner which reveals his belief that the minority group member is his equal. Saying this is not enough.

Educators must come to realize that deprivation does not lead to one universal reaction; the same is true of cultural deprivation. All such children do not fail. That some disadvantaged pupils move through the school curricula successfully is an accepted fact. Many do desire further education.

The concept of "cultural deprivation," and all of its derogatory implications must be dropped.

ED 011 296

56
Manzanares, Jess *Barnes, Bill
Vocational Core Program
New Mexico State Department of Education, Santa Fe
1966
MF-$0.25 HC-$0.88 20P.

*Work Experience Programs, Junior High Schools, *Student Rehabilitation, Senior High Schools, High School Students, Admission Criteria, *Disadvantaged Youth, Vocational Education, Santa Fe, Research Coordinating Unit, Hobbs

A 10-year program for disadvantaged youths is described. Its objectives were to (1) meet the needs of students who have no interest in or ability to adapt to a regular school program, (2) relieve the classroom teacher of discipline problems which become time consuming to the point that other class members are penalized, and (3) establish a flexible school program which includes activities both in and out of the regular school day. Criteria for student selection included (1) poor general attitude, (2) lack of interest in the regular curriculum, (3) chronic misbehavior, (4) petty criminal activites, (5) incorrigible truancy, (6) inability to get along with other people, and (7) dropout potential. Scheduling was done on an individual basis by the vocational core teacher. Students were encouraged to participate in a work experience program and take courses which they wanted to take and in which they might succeed. The program operates at the junior and senior high school level. Junior high students received credit as recommended by the vocational core teacher and at the senior high level, the principal cooperated in this recommendation. The student may transfer to the regular curriculum at will. Extensive individual counseling is done by the vocational core teacher. (EM)

ED 001 118

57
Massachusetts State Board of Education
Interim Report: Advisory Committee on Racial Imbalance and Education
Massachusetts State Board of Education, Boston, Massachusetts.
July, 1964
MF-$0.25 HC-$1.28 30P.

Racial Imbalance, School Desegregation, Neighborhood Schools, Teaching Materials, Negro Children, Student Motivation, Compensatory Education, Teacher Training, Student Exchange, Guidance Schools

Racial imbalance hampers the fullest academic and vocational development of those affected by it and impairs adequate preparation for the duties of American citizenship. The practical definition of a racially imbalanced school was one in which composition of the school population is sharply out of balance with the racial composition of the society in which Negro children study, serve, and work.

Based on the assumption that racial imbalance exists and adversely affects the sound education of those white and Negro children in separate or unfavorably balanced schools, eight possible areas of focus are suggested as ways of eliminating the detrimental conditions. Among the matters proposed for consideration are ways: to plan the future location of schools in order to avoid racial imbalance, in which new designs for campus-style neighborhood schools may be developed to serve enlarged and more representative community areas; to encourage development of integrated faculties; to improve existing guidance services; to improve teacher education in interracial relations; possibilities of a limited and voluntary student exchange program between urban and suburban school districts; ways to expand compensatory education for disadvantaged children; and possibilities of encouraging school systems to select textbooks and other teaching materials more effective in the preparation of children for living in modern society.

58 ED 011 892

McKendall, Benjamin W.
Breaking the Barriers of Cultural Disadvantage and Curriculum Imbalance
MF-$0.25 HC-$0.36 7P.

College Students, *Colleges, *Cultural Disadvantagement, *Curriculum Development, *College Admission, *College Preparation, Financial Support, Academic Performance, Compensatory Education Programs, Enrichment, Tutoring, Academic Achievement, Secondary Schools, Advanced Placement, Advanced Placement Program

The position taken is that the curricular changes that have been made at the University level to permit educationally disadvantaged students (usually Negro) to attend college are only palliative because most admission procedures are too inflexible to consider the effects of a disadvantaged education in the lower schools on a student's scholastic record. On the other hand, some well-meaning colleges practice reverse discrimination and "instant Negritude" (tokenism) and accept disadvantaged minority group students who may not be able to do college work. For the disadvantaged student, the problems of college admission and financial aid are inseparable, and the most help is needed by the students with modest academic credentials--the most talented usually can get aid. Several kinds of programs to upgrade the student's academic performance, and thus increase his opportunities for college, have been helpful--local compensatory and enrichment efforts, exchange plans, and tutoring, among others. Most changes at the present time in the college curriculum benefit the able student who comes from a high school which offers advanced academic courses, but it is this kind of curriculum reform that presents yet another barrier for the student from a disadvantaged school. This article was published in the "Phi Delta Kappan." Volume 47, Number 7, March, 1965. (NH)

59 ED 010 181

McMillion, Martin B.
A Study in Communication Between High School Teachers of Vocational Agriculture, and Socio-Economically Disadvantaged Youth by the Use of Semantic Differential
University of Illinois, Urbana, Illinois
August, 1966
MF-$0.75 HC-$6.00 148P.

*Vocational Education, Secondary School Students, *Agriculture, *Rural Youth, Socio-economic Status, *Disadvantaged Youth, *Communication (Thought Transfer), Urbana, Illinois

The study attempted (1) to determine whether or not socio-economically disadvantaged pupils and two other socio-economic groups of pupils in secondary school grades placed a significantly different connotative meaning on selected words and phrases which are of importance to vocational education in agriculture, (2) to determine whether or not the connotative meaning which the agriculture teachers of these pupils placed on the words and phrases was more like that of the higher socio-economic pupils than that of the lower socio-economic pupils, and (3) to determine the extent to which teachers recognize any difference in connotative meaning for selected words and phrases which may exist among the various classifications of pupils. A stratified random sample of 240 high school students completed a semantic differential instrument. Multivariate analysis of variance was the major statistical procedure employed in the study. Among other recommendations, it was suggested that low-status pupils value leadership more highly than do high-status pupils and should be afforded an opportunity to assume positions of leadership. (JM)

60 ED 010 281

Mitchell, Howard E.
Counselor Institute and Followup Workshops, Final Report
University of Pennsylvania, Philadelphia
MF-$0.50 HC-$5.00 123P.

*Counselor Training, *Guidance Counseling, *Vocational Counseling, *Counseling Programs, High School Students, Low Income Groups, Culturally Disadvantaged, *Disadvantaged Youth, Employment Problems, School Community Cooperation, Institute Type Courses, Followup Programs, Philadelphia, Pennsylvania

A guidance program was conducted in an effort to increase the professional competence of high school counselors in their vocational work with students from low-income groups. Specific objectives were (1) to enhance the participating counselors' understanding of the attitudes which culturally deprived youth have toward such matters as employment, education, family life, their place in society, and the world beyond their experience, (2) to increase the counselors' knowledge about changing employment conditions and opportunities, and (3) to assist in the development of an improved liaison between school guidance counselors and industrial personnel. The program had two phases--(1) a 3-week institute, and (2) followup activities and program evaluation lasting approximately 10 months. Fifty counselors were selected to participate in the project on a volunteer basis. At the conclusion of each week of the institute, discussion groups prepared summaries of their activities and recommendations for action and change in the role of the counselor. Each group emphasized the need for more effective community relationships among counselors, industry, parents, and other community agencies. They also believed they should have a greater voice in the development and change of curriculums for disadvantaged youth. (JH)

61 ED 010 112

Mitchell, Howard E.
A Summer Pilot Residential Educational Project for Culturally Deprived Youth
University of Pennsylvania, Philadelphia
MF-$0.75 HC-$6.64 164P.

Pilot Projects, *Disadvantaged Youth, *Summer Programs, *Educational Opportunities, Vocational Education, *Work Experience Programs, Guidance Counseling, *Learning Motivation, Learning Experiences, Philadelphia, Pennsylvania

The effectiveness was studied of a unique educational project, conducted during 6 weeks of a summer, on the motivational experiences and learning enhancement of disadvantaged youth (unemployable and undereducated). The 100 participating male youths, ages 16 to 21, were each assigned to counselors for administrative and supervisory control and to dormatories where they lived during the week for the duration of the program, returning to their homes for weekends. Participants were paid $10 each week and received a $25 bonus at the conclusion of the project. The following experiences were provided--basic education, vocational experience, physical fitness, group counseling, and individual guidance. Evaluative instruments were designed and administered to trainees, counselors, supervisors, and others. In addition, a critical review was accomplished at the conclusion of the 6-week period through group interaction among consultants, staff members, and other concerned personnel, all of whom had observed the project in progress. In general, it was found that the participating youths responded favorable to the overall project. Major motivational functioning appeared through interpersonal student teacher relationships. Implications suggested that similar projects could provide significant guidelines for educational and vocational program development. (JH)

62 ED 011 271

Mooney, Ross L.
Israel and the Education of the Culturally Deprived
Ohio State University, Columbus, School of Education
Feb 1966
MF-$0.25 HC-$1.32 31P.

*Culturally Disadvantaged, *Jews, Communication Skills, Minority Group Children, Family Role,
*Compensatory Education Programs, Cultural Traits, Preschool Programs, Columbus

Israel can act as a laboratory to test whether Western culture has the understanding and skills to integrate a radically different, "deprived" culture into the mainstream of society. Oriental Jews, a minority who will soon become a majority group, have a culture which does not fit into a modern technological society. Their patriarchal culture with its oral tradition now faces an abrupt shift into a welfare state in which school is the major road to achievement. The Szold Institute in Jerusalem has identified the particular characteristics of oriental children that the schools should consider--(1) these children are unable to organize and communicate, skills which teachers expect, (2) their parents do not see the child as a "person" but merely as having a "role" in the family, (3) these children do not use dramatic play which would train them in the skills of interaction and role-taking, and (4) they are aggressive, competitive, critical, and mocking. To alter these behaviors and attitudes, the schools should begin to educate them at age two, and school programs should require special teacher training, diagnostic testing, and appropriate curricular materials. In general, the current notion of "formal equality" in children's receiving an education should be replaced by the idea of "functional equality," that is, equal preparation by unequal means. (NH)

63 ED 001 320

Wood Hugh E. (Ed.)
Differences in Attitudes of Social Classes: Implications for Educational Planning (Curriculum Bulletin)
School of Education, University of Oregon
Feb 1963
MF-$0.25 HC-$0.92 21P.

Social Classes, Class Attitudes, Teacher Attitudes, Pupil Attitudes, Curriculum Planning, Educational Planning, Elementary Education, Secondary Education

Social classes exist in America even though most Americans would rather not discuss the subject. The important and often vast differences in attitudes held by members of different social classes must be taken into account in curriculum planning at the elementary and secondary educational levels.

These attitudes affect all aspects of the educational program. Representative topics covered are attitudes of the family; class personality differences and the school program; class differences in levels of aspiration and education; class attitudes, discipline, and the guidance program; class attitudes as they affect school administration, the teacher, and pupil evaluation; attitudes toward tests, reading, work, and recreation; attitudes and the curriculum in general; participation in school activities; and differences in prejudice and aggression. The school can and should play a reconciling role as well as an educational one between the classes.

64 ED 002 428

Programs Designed to Improve Educational Services to Culturally Deprived
MF-$0.25 HC-$0.56 12P.

Financial Aid, Culturally Deprived, Vocational Education, Disadvantaged, Migrant Education, Textbook Standards, High Schools, Teacher Education, Unwed Mothers, Dropouts, School Study Centers, Summer

School Programs

Summaries of programs designed to improve the education of the culturally deprived are presented. In New York State, a comprehensive general-purpose allotment of financial aid is provided for city schools. Also in New York, programs are being conducted that offer preemployment instruction for potential dropouts, that offer demonstration projects to improve education for culturally disadvantaged pupils, and that help maladjusted children through identification and prevention procedures. In West Virginia, there is a program that provides education for unemployed dropouts during the summer months; the program is mandatory. In Michigan, programs are being conducted that use publications to assist in identifying and helping potential dropouts, that use textbooks which portray minority groups in their proper historical perspective, and that prepare pupils for work. In Chicago, programs are being conducted that offer dropouts on-the-job training in a department store, that increase the effectiveness of culturally deprived through education programs, that utilize experimental voluntary summer schools to emphasize individual needs, and that emphasize vocational education. In Delaware, there is a program that stresses a human relations approach to meet the needs of changing neighborhoods. In Baltimore, Maryland, a program is being conducted that uses school-study centers to provide quiet space for study. In San Francisco, a program is being conducted to motivate youths to develop vocational interests while doing paid work. In Philadelphia, there is a program geared to help unwed mothers. In Texas, programs are being conducted that upgrade jobs for dropouts between the ages of 16 to 20 and that meet the needs of potential dropouts.

65 ED 001 027
N. A.
Promising Practices for Expanding Educational Opportunities
1963
MF-$0.75 HC-$6.84 169P.

Urban Areas, Reading Programs, Teaching Techniques, Cultural Enrichment, Educational Programs, Elementary Education, Secondary Education, Adult Education, Curriculum Planning, School Improvement, In-Service Training, School Counseling, Community Relations, School-Parent Relations

Included is a compilation of short descriptions of examples or promising educational practices currently used in some of the schools of the Los Angeles and Southern California area. They highlight successful ventures in expanding educational opportunities for various pupils at different grade levels, and in many subject areas which can be readily adapted to individual schools without added expense on personnel. Descriptions are classified into eight broad areas: organization and administration, counseling and guidance, in-service training, curriculum and instruction, co-curricular programs, community relations, school parent relationships, and practices in other urban areas across the nation. Each topic, in turn, is divided into sections applicable to elementary schools, secondary schools, adult schools, and junior colleges, but many practices apply to more than one level. Suggestions are given concerning use of the handbook and ways of implementing the practices described.

66 ED 001 077
Potts, Alfred M. * Sherman, Neil * McCanne, Roy (Ed.)
Providing Opportunities for Disadvantaged Children
1966
MF-$0.50 HC-$3.48 85P.

Disadvantaged Children, Culturally Deprived, Cultural Differences, Reading Skills, Curriculums, Educational Guides, Cultural Conflicts, Migratory Children, Educational Methods, Migrant, Culturally Disadvantaged, Lingually Disadvantaged, Educationally Disadvantaged, Language Arts

The term "disadvantaged" is used to represent environments that are inadequate for a full life. Included would be groups identified as migrants, lingually disadvantaged, culturally deprived, and educationally disadvantaged. A culturally disadvantaged child is unable to conform to present group expectancies. This workshop report is the result of one group's efforts to consider the problem of how the school may aid the child to achieve greater levels of competence and some of the views about how the responsibility might be met.

A curriculum is sought to help the young determine which cultural aspects might best perpetuate our democratic order and society. Society has a definite role to play in bringing about these competencies by making it possible for individuals to attain them. The disadvantaged child needs to understand the pressures to conform, coming from the conflict between school, peers, and the community. The disadvantaged child must have the opportunities to learn to enjoy life, to do the best for society.

Through curriculum adaptations cultural competence can be achieved for the disadvantaged child. In order to adapt a curriculum we need to understand the child more fully and be aware of the areas in our culture which call for competence, such as classroom climate in early education, and language teaching. Methods and exercises for these areas are suggested in the school and classroom. Programs that should be included in elementary and secondary schools are listed.

In conjunction with the disadvantaged child, cultural variations in the cultures of the Southwest are discussed and the use of a checklist of Reading Skills with Migratory Children is given.

ED 010 122

67
Nimnicht, Glen P. * and others
First-Year Progress Report of a Project in Nursery School Education For Environmentally Deprived Spanish-American Children
Colorado State College, Greeley
1966
MF-$0.25 HC-$2.36 57P.

*Minority-Group Children, *Nursery Schools, *Enrichment Programs, *Disadvantaged Youth, Preschool Children, Testing Programs, Preschool Learning, *Preschool Evaluation, Stanford-Binet Test, Peabody Picture Vocabulary Tests, Greeley, Colorado, Denver

A new nursery school program, combining a responsive environment and an enriched classroom subprogram, was implemented in an effort to improve particular skills, abilities, and personality characteristics of disadvantaged Spanish-American, pre-school children. First-year efforts were reported of an extended longitudinal study, projected for about 10 years. The "Stanford-Binet Test" and the "Peabody Picture Vocabulary Test" were administered to 30 children from families deprived by occupation, income, and education. After 1 year of school attendance the group was retested. Their scores were compared with those obtained from--(1) a matched Spanish-American control group which did not attend nursery school, (2) a group of "Anglo" middle- and upper-class children in a parallel experimental program, and (3) a group of comparable "Anglo" children in a traditional nursery school program. Findings indicated significant gains on the "Peabody Test" of the Spanish-American children in the new nursery school program. Significant "Stanford-Binet" gains by this group, however, were not realized at the time of this reporting. In addition, limited followup of this group showed their achievement in kindergarten to be superior, allowing favorable prognosis for their successfully completing the first grade. (JH)

ED 001 518

68
Orshansky, Mollie
Counting the Poor: Another Look at the Poverty Profile (Social Security Bulletin)
Social Security Bulletin
1965
MF-$0.25 HC-$1.24 29P.

Poverty Conditions, Poverty Families, Food Standards, Income Standards, Census Figures, Poverty Characteristics, Poverty Profile, Income Levels, Living Standards

Data from the Bureau of Census findings of March 1964 were used in this study. Studies show that a family of four can achieve an adequate diet on about 70 cents a day per person with an additional $1.40 for other items - total earnings of $60 a week. If all families living at less than this level or close to it are included among the poor, there are 50 million such persons, 22 million of whom are young children.

Where the poverty line is drawn, of course, depends upon the criteria used. Among those available are the Department of Agriculture's estimates of family food needs, families chosen as representative types, the income-to-food expenditure ratio, and the farm non-farm adjustments, allowing for the lesser need of farm families for cash income. The present analysis draws the line at about $3,130 for a family of four and $1,540 for a single individual. This analysis sets the number of individuals living in poverty in the U.S. at 34 million.

One-half of these persons in family units are less than 18 years of age. Families with a woman as the head are more likely to be living in poverty than those with a man. Similarly, farm families as opposed to non-farm, Negro families as opposed to Caucasians, and large families as opposed to small more often could be characterized as poor. The type of work performed by the income-producing members of the family and the amount of time employed also play a part in determining poverty conditions. About 1 in 7 of the total number living in poverty is classified as aged - 5.2 million out of about 34.6 million.

Twenty-seven tables of data are included, many of which are constructed from the Social Security Administration index.

69
ED 010 750
Poehlman, C.H. and others
Suggested Techniques in Guidance and Counseling with Indian Youth and Adults
Nevada State Dept. of Education, Carson City
1966
MF-$0.25 HC-$0.84 19P.

*Guidance Counseling, *Vocational Counseling, Adult Programs, *Cultural Differences, *American Indians, *English (Second Language), Carson City

This document suggests concepts to use in counseling Indian youths and adults, and recommends ways to utilize those concepts. Cultural differences, language differences, and early childhood socialization are discussed. Emphasis is placed on helping the Indian to understand the American culture and guiding him toward a vocation. (CL)

70
ED 012 189
Potts, Alfred M. (Ed.)
Knowing and Educating the Disadvantaged, an Annotated Bibliography
Adams State Coll., Alamosa, Colo.
1965
MF-$1.75 HC-$18.56 462P.

*Bibliographies, Administration, Adult Education, Culture, Ethnic Groups. Counseling, *Disadvantaged Groups, Dictionaries, Labor, *Education, Directories, Educationally Disadvantaged, Migrants, Health Education, *Economically Disadvantaged, Language, Rural Education, Program Planning, Primary Education, Psychology, Public Relations, Secondary Education, Surveys, Sociology, Tests, Teacher Education, Vocational Education, Alamosa

"Knowing and educating the disadvantaged" is an annotated bibliography of materials related to the education of migrants or the economically disadvantaged. It is arranged by both topic and title indexes. Topics include agriculture, american culture, directories, bibliographies, guides, handbooks, administration and organization of education, adult education, culture, early childhood education, elementary education, educational goals, health education, home economics, indian education, migrant education, primary education, rural education, secondary education, education and general statistics, teacher education, vocational education, guidance and counseling, health, immigrants, indian americans, labor, language and language arts, legislation, migrants, minority groups, negro americans, poverty psychology, public relations, Puerto Rican sociology, Spanish Americans, and tests and testing. (CL)

71 ED 002 535
Programs for the Education of the Disadvantaged, U. S. Office of Education
Selected Bibliography for Disadvantaged Youth
Programs for the Education of the Disadvantaged, U. S. Office of Education, Washington D. C.
MF-$0. 25 HC-$0. 52 11P.

Puerto Rican, migrant youth, disadvantaged youth, integration, culturally deprived, juvenile delinquency, Negro, social influences, socioeconomic factors

Annotations on books about disadvantaged youth are given. Included are such subjects as Puerto Rican lingual and nonlingual measures, approaches to combat juvenile delinquency, the urban problems of Negroes settling outside the South, the schools' obligations and services to meet the problems of disadvantaged children, culturally deprived Negroes, the Negro in Harlem, racial problems in the United States, Mohammedan movement among Negroes, language and social class, the teacher's role, school-related work-study programs for secondary students, comprehension and expression of Negro and white children--(Southern and Northern), the urban Negro in the South, forces influencing schools in large cities, the role of the schools in large cities, the role of the schools in the improvement of slum conditions, Negro conceptions of white people, social class influences upon learning, special problems in minority group education, the Negro community in Chicago, cultural learning as it bears upon learning and problem solving, occupational aspirations of adolescents, inadequacies of education in the slums, integration in northern schools, influences on the educational aspirations of boys of the "working class", cultural influences shaping the role of the child, class status and power, effect of selective migration on Negro intelligence, the library's role in the War on Poverty, the directions in which the schools of big cities are moving, projects for juvenile delinquents, the elementary and secondary school class as a social system, education in the urban slums, and the migrant child.

72 ED 011 663
Reswick, Joseph
The Effectiveness of Full Time and Coordinated Guidance Services in the High School. Project Able, Fourth Annual Report
New York City Board of Education, Brooklyn, N. Y.
Jan 1966
MF-$0. 25 HC-$1. 16 27P.

Course Selection, Grade Point Average, Culturally Disadvantaged, Guidance Services, Attendance, Dropouts, High Schools, *Counseling Effectiveness, *Program Evaluation, Brooklyn, New York City, Project Able

This annual report is an interim review for the school year 1964-65 of a 5-year project with the 1965 graduating classes of three New York City high schools. The project was concerned with (1) identifying the potential abilities of the culturally disadvantaged students, (2) studying the effectiveness of increased guidance time with such students, and (3) assessing the use of full-time counselors and specialized personnel such as a psychologist and a social worker in the high schools. One high school was the control with a grade adviser system of counseling and no increased services. One of the experimental schools had a full-time coordinator and part-time counselors. The other experimental school had full-time counselors and specialized personnel on a part-time basis. Both experimental schools had an equal amount of increased guidance time. A random sample of 570 and matched samples (sex, age, and mental ability) of 192 were selected. The project hypothesis was that increased motivation, improved scholastic achievement and lower attrition would result in the experimental schools with increased guidance time. In this 4th year of study, the criteria of course selection, course load, term averages, attendance records, and dropout rate showed no significant effect of Project Able. (NS)

ED 012 059

73
Robinson, Leland R.
High School Orientation Program -- A Four-Phase Program of School Cooperation
California State Dept. of Education, Sacramento
1966
MF-$0.25 HC-$0.52 11P.

*Employer Attitudes, *Counseling Programs, Equal Opportunities (Jobs), *Pilot Projects, *Disadvantaged Youth, Workshops, *Employment Qualifications, School Industry Relationship, Orientation, High School Students, Plan for Progress, Speeches, Sacramento

In 1962, the Pacific Telephone and Telegraph Company signed the "Plan for Progress" committing themselves to the goal of full equality in employment. A plan of action was devised to seek out minority candidates for employment. However, possible employees had difficulty passing the employment tests. It was realized that, in addition to actively seeking out minority members, the company should help them qualify for employment. The first phase of the four-phase school cooperation program was a 1-week counselor workshop for 27 counselors. Management representatives from seven departments discussed each department's role in the company, the job skills peculiar to that department, and special educational requirements. The counselors then made visits to the various departments and formed discussion groups. A followup evaluation of this program was made. The second phase consisted of a series of 1-day workshops for vocational and business teachers. During the third phase, students selected by their counselors visited various company departments, attempted to perform the work operations of the job with the employees, and learned about the company's employment office procedure. The fourth phase consisted of a broad offering of company resources to be used as educators desired. (PS)

ED 011 073

74
Rose, Hanna T.
A Seminar on the Role of the Arts in Meeting the Social and Educational Needs of the Disadvantaged
Brooklyn Museum, N. Y.
Apr 1967
MF-$1.25 HC-$13.20 328P.

*Fine Arts, *Culturally Disadvantaged, *Individual Development, *Demonstration Programs, *Seminars, Brooklyn

A 4-day seminar was organized around seven papers which provided a basis for discussion from many points of view. The participants were those involved in work in the arts with the disadvantaged in various areas, as well as a psychologist, a sociologist, an anthropologist, a research specialist in art education, and representatives of state and city education departments. The discussions centered around the theoretical evidence and the demonstration programs which were presented by the people involved in them. The programs covered a wide range, from theater presentations and concerts which travel into a neighborhood and programs in informal centers to those in special schools. Examples were cited to demonstrate that the arts can provide the first experience of positive accomplishment among the disadvantaged, and from this can develop a sense of personal pride leading to other accomplishments. Emphasis was on the functional use of the arts to enable the creativity in each person to reach its fullest potential. On the concluding day, a panel discussed the Federal resources for support of the arts. (TC)

ED 011 456

75
The General Curriculum, A Proposal for the Development of a Program for the Educationally Disadvantaged, Volumes 1 and 2
Saint Louis Junior Coll. Dist., Mo.
1965
MF-$1.00 HC-$9.00 223P.

*Junior Colleges, Disadvantaged Youth, *General Education, *Curriculum Development, *Counseling Programs, Autoinstructional Programs, *Educationally Disadvantaged, St. Louis

Forest Park Community College in St. Louis has launched a pilot program (The General Curriculum) which attempts to develop a means of meeting the real counseling and training needs of educationally disadvantaged students at the junior college level. The development of such students occurs on three different levels. Teaching on the first level, "basic skills" (mathematics, reading, and written and oral expression), relies to a great extent on autoinstructional devices. Teaching on the second level, "personal enrichment," emphasizes core concepts in general education courses. Counseling on the third level, "adjustment to self and society," is community-centered and directed toward establishing student self-esteem and clarifying student vocational goals. A budget for the program is presented, and six appendixes discuss the program's purposes, methods and theory in detail. (AD)

ED 003 473

76
Schwartz, Anthony N. and others
REACH (Raising Educational Aspirations of the Culturally Handicapped)
State Univ. of N.Y., Plattsburgh
1965
MF-$0.25 HC-$1.16 27P.

*Preschool Programs, *Rural Areas, *Culturally Disadvantaged, *Home Instruction, Home Programs, Parent Participation, *Readiness (Mental), Teaching Methods, Televised Instruction, *Tests, Plattsburgh, New York

An intensive preschool program of home teaching and guidance was conducted with 30 rural area disadvantaged children. The samples were grouped into (1) an experimental group that received 21 weeks of home teaching, (2) a control group that received attention through home visits, and (3) a control group that received only the testing. The instruments used for measurement were the Stanford-Binet, Vineland Social Maturity Scale, Illinois Test of Psycholinguistic Abilities, Columbia Test of Mental Maturity, Peabody Picture Vocabulary Test, and the Plattsburgh Arithmetic Readiness Inventory. The analysis of variance was used and the 0.01 level of confidence adopted in the analyses of data. The results indicated that the pupils did profit, to some extent, from the teaching program, and also that parents are willing to cooperate in home-teaching programs. Finally, the use of television as an instructional medium was found to be feasible. (RS)

ED 003 433

77
Schwarz, E. Terry *Stern, Virginia
Education of the Deprived and Segregated, Seminar on Education for Culturally Different Youth, Conducted by Bank Street College of Education, Dedham, Massachusetts, September 3-15, 1963
Bank Street Coll. of Education, New York, N.Y.

1965
MF-$0.50 HC-$2.92 71P.

*Seminars, *Culturally Disadvantaged, Cultural Enrichment, *Disadvantaged Youth, *Disadvantaged Environment, Social Class, Educational Environment, Ethnic Distribution, *Research Opportunities, Racial Segregation, Dedham, Massachusetts, New York City, New York

This report summarizes the major findings, issues, strategies, and projects which emanated from a seminar on the education of deprived and segregated children and youth held at Dedham, Massachusetts, September 3-15, 1963. Four highly interrelated sources of educational failure were identified -- (1) the quality of family and community life, (2) social class, racial, and ethnic patterns, (3) the technological-economic factor, and (4) the capacity of the schools for creative change. The seminar went on record as recognizing the existence of educational disaster areas of such magnitude and intensity as to constitute one of the gravest emergencies facing the nation. (LP)

78 ED 011 019
Sebald, Dorothy D.
Out-of-School Clinical and Guidance Centers for Disadvantaged Pupils in Non-Public Schools
Center for Urban Education, New York, N.Y.
Aug 1966
MF-$0.50 HC-$5.00 123P.

*Clinics, *Guidance Centers, *Evaluation, *Disadvantaged Youth, Mental Health Clinics, Guidance Personnel, Clinical Personnel (School), Parochial Schools, Private Schools, Evaluation Techniques, Evening Programs, Teacher Education, Mental Health, Questionnaires, Interviews, Low Income Groups, Religious Factors, New York City, ESEA Title 1 Project

An evaluation was made of a program which provided professional clinical and guidance services to disadvantaged non-public school pupils to develop their educational motivation, personal adjustment, development of self-worth, and "wholesome mental health." Clinical centers were opened to provide a range of professional services, and a teacher-training program was developed which stressed classroom mental health practices and sound mental hygiene techniques. The evaluation was based on observations, interviews, surveys, and other data. Praising the organization and achievements of the project, and urging its recommendations--(1) better communication between centers and non-public school personnel is needed, (2) the center staff should be acquainted with the cultural and religious background of the groups they serve, (3) the nature of the clinical and guidance services needs clarification, recruitment of staff must be intensified, and efforts should be made to find multilingual staff, (4) other suggestions deal with sites, facilities, schedules, and administrative details. Appendixes include the original project proposal, lists of schools and staffs, evaluation instruments, tables, and the evaluation procedure. (NH)

79 ED 012 069
Sells, S. B. and others
Peer Acceptance-Rejection and Personality Development
Texas Christian Univ., Fort Worth
Minnesota Univ., Minneapolis, Inst. of Child Dev.
Jan 1967
MF-$1.75 HC-$19.00 473P.

*Peer Acceptance, *Peer Relationship, Group Status, Parental Background, *Family Influence, Minority Group Children, Siblings, Statistical Data, Potential Dropouts, Delinquency Causes, *Cultural Disadvantagement, Fort Worth, Minneapolis, Z Scores, Matrices

This report presents the results of a 5-year research program which analyzed many of the correlates of peer acceptance-rejection in a series of studies involving 37,913 school children, ages 9 to 12 years. Peer acceptance-rejection was investigated through the use of a peer rating scale and a teacher rating scale. A number of methodological studies on reliability and stability of the peer status and teacher rating scores and intercorrelations among these scores are reported. The influence of family background on peer acceptance-rejection is significantly demonstrated in different studies included in the report. Peer rejection is also significantly related to criteria of early delinquency and early school dropout in two followup studies. As the report demonstrates the importance of peer status upon socialization and personality development, it suggests further study on measures designed to attack causes of the problems. Generally, parent education and the eradication of poverty with its associated social ills appear to be the major modes of intervention. (NS)

80 ED 011 272
Smith, Marion B. Bertrand, Alvin L.
Training Resources for Youth. Louisiana
Training Resources for Youth Inc., Brooklyn, N. Y.
Jun 1965
MF-$1.50 HC-$13.80 343P.

*Demonstration Centers, *Out of School Youth, Unemployment, *Disadvantaged Youth, *Educational Environment, *Economic Disadvantagement, Vocational Education, Behavioral Development, Negative Attitudes, Work Experience, Recreational Activities, Job Placement, Training, New York City, Project TRY

The establishment of a demonstration center to provide an educational environment for unemployed out-of-school males (age 17 to 21) is proposed. The aim of the project is to offer disadvantaged youth the personal, social, and vocational skills necessary for success in American society. The curriculum will develop more effective techniques for producing positive attitude and behavior changes in these youths. Experiments will be conducted in testing, counseling, vocational training, research and evaluation methods, job recruitment, and placement procedures, and in roles for professionals and subprofessionals. Five hundred youth will be admitted during the first year and 1,000 during the second year of the project for a stay of about 1 year. Most of the proposal contains extensive background and theoretical material as well as descriptions of program plans and of evaluation and development projects. (NC)

81 ED 003 343
Smith, Robert M.
The Relationship of Creativity to Social Class
Pittsburgh Univ., Pa., School of Education
Jul 1965
MF-$0.75 HC-$5.72 141P.

Creative Activities, *Environmental Influences, *Socio-economic Influences, *Thought Processes, Psychological Evaluation, Measurement Instruments, Negro Achievement, *Creativity, *Social Class, Grade 5, Verbal Ability, Pittsburgh, Pennsylvania

Environmental factors related to creative production were studied to obtain knowledge of the learning characteristics and educational performance of children from various socio-economic levels. Children from the fifth grade were selcted as subjects - 359 Negro and 244 white children. Further division included four socio-economic levels. A variety of measuring instruments were employed to gather the data and test the variables. Analyses were accomplished via covariance analysis (with correction for unequal, disproportionate means)and factor analysis. The findings indicated significant differences in creative thought favoring the higher socio-economic child in most verbal areas. The lower socio-economic child, however performed better in the non-verbal areas. Further research was suggested to determine the specific environmental factors which influence performance in creative thought. (RS)

82 ED 001 925
State Committee on Equal Educational Opportunity
Suggested Guidelines for Providing for the Maximal Education of Children of All Races and Creeds in the Schools of Michigan
Dept. of Public Instruction, Lansing, Michigan
1964
MF-$0.25 HC-$0.48 10P.

Socio-economic Status, School Redistricting, School Integration, Cultural Background, Integrated School Faculties, Adult Education, Interracial Experiences, Instructional Materials, Open Enrollment, Inservice Teacher Training, School Administrators

The school is a basic instrument in securing the American goals of equal opportunity for personal fulfillment. Every effort must be made to achieve racially integrated schools, for the presence of children from varied racial, cultural, and socio-economic backgrounds is an important element in the preparation of young people for participation in modern society. Several guidelines are suggested to assist local school boards in developing effective programs and in achieving and maintaining integrated schools. Educational administrative officers should seek to promote interracial learning experiences as a criterion for measuring educational effectiveness and for evaluating planning in their school systems. Specific in-service training programs should be developed to aid teachers in understanding the place of various racial, ethnic and religious groups in the history of our Nation. Employment of teachers of various racial and ethnic groups contributes to a worthwhile interchange of groups in the classroom. To develop an understanding among adults about problems of intercultural relationships, school and community centers should be utilized. Instructional materials for classroom use should be selected on the basis of their contribution to intergroup understanding and appreciation. Finally, several administrative practices should be evaluated as to adaptability to local situations and utilized under appropriate conditions. The practices are relief of overcrowding, regrouping of grades, open enrollment, and school redistricting and relocation.

83 ED 012 291
Stodolsky, Susan S. * Lesser, Gerald S.
Learning Patterns in the Disadvantaged
Yeshiva Univ., New York, N.Y., Ferkauf Grad. Sch.
1967
MF-$0.50 HC-$2.96 72P.

*Educational Research, *Learning, *Disadvantaged Youth, Educational Theories, Learning Processes, Development, Psychological Patterns, Teaching Procedures, Teaching Techniques, *Social Class, *Ethnic Groups, Intelligence, Negroes, Puerto Ricans, Jews, Middle Class, Lower Class, Academic Achievement, Cognitive Development, *Educational Strategies, Students, Chinese Americans, New York City

Research on the developmental origins of the characteristics of disadvantaged children is not as important for school people as is school-based research. Such studies focus on a task analysis approach which would match the characteristics of a student's behavior with instructional procedures. One specific peice of research studied the effects of social class and ethnic group influences on the development of levels and patterns of mental ability by obtaining the scores for verbal ability, reasoning, number facility, and space conceptualization of middle- and lower-class Chinese, Jewish, Negro and Puerto Rican first graders. The effects of ethnicity upon the mental patterns were the most striking findings, for the patterns were clearly different among ethnic groups. Within ethnic groups social class differences affected only level and left pattern unchanged. Social class was a more influential factor in the level of ability of Negroes than among any other group. These findings suggest further studies of (1) differential ethnic group patterns as predictors of achievement, (2) the stability of these patterns, (3) their developmental antecedents, and (4) appropriate teaching strategies. In contrast to the Coleman Report's stress on equal education to produce equal achievement levels among all groups, the findings of this study suggest that emphasis on equal opportunities for equal and maximum development of groups would be more successful policy. (NH)

ED 001 382

84
Storen, Helen F.
Readings in Intergroup Relations
Commission on Educational Organizations, National Conference of Christians and Jews, 43 W. 57th St., N. Y.
Oct 1959
MF-$0.25 HC-$2.36 57P.

School-Community Relationships, Intergroup Relations, Religion, Prejudice, Resource Agencies, Ethnic Groups, Race Concepts, Human Relations, Negroes

Noting that the field of human relations has received more attention in the last generation than ever before, the National Conference of Christians and Jews has revised its 1956 edition of selected reading literature. Readings are divided into seven categories: Prejudice - causes, prevention and cure; Religion - understanding religious groups, church and state, religion and education; Race - understanding the concept of race; Ethnic Groups - immigration; The Negro in American Life; Class; and What Schools and Communities Can Do. A descriptive critique of contents accompanies each document cited. A directory of organizations which serve as resource agencies and an index of reprints, articles and pamphlets to help build better intergroup relations are included.

ED 010 111

85
Stout, Robert T.
Social Effects of Education on Children of Suburban Blue Collar Workers
Univ. of Chicago, Illinois
1966
MF-$1.00 HC-$8.12 201P.

Social Class, *Socio-economic Influences, *Higher Education, *Parent Role, Social Background, Friendship, *Environmental Influences, Blue-Collar Occupations, Enrichment Activities, High School Students, High Achievers, Question-Answer Interview, *Parent Influence, Social Relations, Chicago, Illinois

An exploration of the effects of life circumstances (social classes), defined with reference to four environments, on a personal support for college education was the purpose of the study. The four environments used were--(1) man's social background, (2) man's friendship patterns, (3) the work environment, and (4) voluntary activities in non-work organizations. Caucasian "blue-collar" fathers having children in high school were selected for study. Each of these fathers had at least one who--(1) had attended only public schools, (2) was in the upper half of his class academically, and (3) was enrolled in the 10th, 11th, or 12th grade. Introductory letters and followup and personal interviews were used for the data-gathering exercise. The final subject group contained over 330 respondents, or about 80 percent of the original sample. Implications of the study were that--(1) influence exerted by a "high-status" friend or neighbor appears to be conditioned by a desire to accept the potential influence, (2) a working class child who attends a middle-class school is more likely to enter college than one attending a working-class high school, (3) style of life did not appear relevant as a distinguisher among "blue-collar" and "white-collar" workers, except as the concept becomes redefined from an exclusive use of outward symbols to an inclusion of patterns of interpersonal associations. (HB)

86 ED 010 074

Sweeney, Thomas J.
A Developmental Program for Vocational Counselors Directed Toward Serving Disadvantaged Youth More Effectively
Univ. of South Carolina School of Education, Columbia
1966
MF-$0.50 HC-$2.72 66P.

*Vocational Counseling, *Counselor Training, *Institute-Type Courses, *Inservice Courses, *Disadvantaged Youth, Cooperative Programs, Field Trips, Columbia, South Carolina

A 2-week summer institute was conducted to serve as inservice training for a group of 29 counselors in employment, trade, technical, and school settings as to how they might better serve disadvantaged youth through individual and joint action projects. Open discussions were held among the participants to stimulate worthwhile ideas in this area, and field visits afforded each of the counselors opportunities to meet and talk with young people and their families. In addition, social workers, psychologists, and urban rehabilitation personnel discussed their work and the problems which they encounter in attempting to aid this population of young people. A series of three followup meetings to the institute were held on weekends during the following year. Colleagues and administrative supervisors of the participants were invited to the last two meetings. The meetings served to introduce new dimensions regarding the vocational future of disadvantaged youth and the necessity of professional teamwork in assisting them. The recommendations generated by the institute participants fell under two major headings -- (1) joint action by agencies working with disadvantaged youth, and (2) counselor education and inservice training. Primary evaluation was conducted through the administration of a participant questionnaire. All respondents indicated enthusiasm for continuing programs to serve disadvantaged youth. It should be noted that emphasis in this developmental program was applied primarily to the state of South Carolina. (JH)

87 ED 011 683

Tanner, Daniel * Lachica, Genaro
Discovering and Developing the College Potential of Disadvantaged High School Youth, The College Discovery and Development Program. A Report of the First Year of a Longitudinal Study
City Univ. of New York, Div. of Teacher Education
Jan 1967
MF-$1.00 HC-$10.60 263P.

*Disadvantaged Youth, College High School Cooperation, *Special Programs, *Underachievers, *College Preparation, Achievement Tests, Summer Programs, *Student Development, Aptitude Tests, Upward Bound, Analysis of Variance, College Discovery and Development Program, New York City

This report presents a 1st-year summary of the College Discovery and Development Program instituted by the City University of New York and the New York City School System. The aim of the longitudinal program is to identify disadvantaged and underachieving ninth graders and to develop their college potential in special high school development centers. In this 1st year, 579 students were identified and enrolled in five centers which provided small classes, block-time studies, cultural activities, and full-time counselors. The University faculty served as curriculum consultants, and college students tutored the youth. A summer program in connection with the "Upward Bound" Program at Columbia University was also provided. Research using achievement and aptitude tests is being done to compare the disadvantaged youth to regular college preparatory youth in each of the five high schools. The centers are also being compared on socio-economic factors and student test results. The longitudinal study offers opportunity for much related research, such as studies of attitudes and self-concept of the selected students. (NS)

88 ED 001 538

Training Center in Youth Development

A Description of Delinquent, and/or Disadvantaged Sub-Culture
Training Center in Youth Dev., Law-Med. Institute, Boston Univ., Boston, Mass.
Dec 1964
MF-$0.25 HC-$0.24 4P.

Juvenile Delinquents, Delinquent Attitudes, Guidance Counselors, Cultural Disadvantage, Disadvantaged Youths, Youth Development

The natural abilities of people can be stifled by environment, leading to the attitude that one has no control over his destiny and need make no life plans. Therefore educational counselors should provide opportunities for the adolescent to express his abilities in a constructive manner. Disadvantaged children feel that: staying out of trouble, toughness, ability to dupe others, excitement, fate, and autonomy are important. The children usually act withdrawn, hostile, and do not have a true concept of the relationship between school and the world of work. The counselor should learn of the child's background. He should recognize him as a person and encourage him by reminding him of past success. Counselors should use situations to develop trust, autonomy, initiative, industry, and identity for the adolescent.

89 ED 003 339
Tyler, Leona E. * Sundberg, Norman D.
Factors Affecting Career Choices of Adolescents
Oregon Univ., Eugene
1964
MF-$1.00 HC-$9.50 237P.

*Career Planning, *Adolescents, *Career Choice, *Cognitive Processes, Sex Differences, Social Class, Religious Factors, Ethnic Status, Psychological Characteristics, Counseling, Sociocultural Patterns, *Cultural Awareness, Factor Analysis, Occupational Choice, Grade 9, Enkhuizen, Netherlands, North Bend, Oregon

The objectives of this project included -- (1) obtaining knowledge about varieties of cognitive structures young people use in thinking about future career possibilities and determining the extent to which the life styles represented in adolescent groups are related to sex, social class, religion, nationality, and several kinds of psychological characteristics, (2) obtaining evidence regarding the construct validity of several new assessment techniques that may prove useful to counselors, and (3) facilitating the planning of subsequent research studies on the origins and consequences of different kinds of possibility structures. Several kinds of data were obtained from four carefully selected samples of adolescents in the ninth grade (or its European equivalent) from the state of Oregon and the Netherlands. From the samples obtained, it was concluded that Dutch subjects are more aware of their total society as composed of children and adults, whereas American adolescents are more aware of their special teen-age society. In addition, Dutch adolescents appeared to be aware of and familiar with significantly more occupations. (LP)

90 ED 011 908
Wilkerson, Doxey A.
Compensatory Practices in Colleges and Universities. Bulletin 2(2), March 1966
Yeshiva Univ., New York, N.Y., ERIC Clearinghouse
Mar 1966
MF-$0.25 HC-$0.32 6P.

*Colleges, Universities, *Compensatory Education Programs, Negro Students, *Disadvantaged Youth, *College Admission, *Academic Performance, Financial Support, Recruitment, Admission Criteria, Summer Programs, Remedial Courses, Higher Education, Foundation Programs, New York City

A number of compensatory efforts are being made to facilitate the college entry or further the academic success of socially disadvantaged students. For example, some programs are being conducted by colleges and universities and such foundations as the National Scholarship Service and Fund for Negro Students to recruit disadvantaged students who would not apply to college unless encouraged, and special funds have been earmarked to aid both the talented student and the academic risk. In addition, a number of institutions have modified their admissions criteria to accept disadvantaged students with potential for college work. Another effort has been made through a variety of summer preparatory programs for high school students conducted at the colleges themselves. Some institutions have offered remedial curriculums, but they have found that there is limited evidence that these courses improve academic performance. Although the number of compensatory programs has increased, few colleges have instituted these practices, and those that have serve only small numbers of disadvantaged students. Because many institutions are trying to maintain high admissions standards, increasing precollege compensatory programs which upgrade these students' education is a particularly promising way to have them admitted. However these and other compensatory programs must be systematically evaluated. Included is a bibliography of more than 75 references. This article was published in "IRCD Bulletin," Volume 2, Number 2, March 1966. (EF)

91 ED 002 828
Zintz, Miles V.
The Adjustment of Indian and Non-Indian Children in the Public Schools of New Mexico, Sections 1-2
New Mexico Univ., Albuquerque, Coll. of Education
1960
MF-$1.25 HC-$12.36 307P.

*American Indian, *Comparative Analysis, *Cultural Differences, *Elementary School Students, Language Handicaps, Teacher Attitudes, Control Groups, *Experimental Programs, Albuquerque, New Mexico

The purpose of this study was to find the best means for facilitating the adjustment of Indians and non-Indians in the public elementary schools. Taking into consideration differences in culture, value systems, language, motivations, and behavior, a basic statement of definition and explanation of cultural differences was prepared for teacher use based on an interdisciplinary approach to the problem (educational, sociological, anthropological and psychological). Pilot schools where integration is occurring were selected as the experimental group for descriptive study. The teachers in these schools were assisted in relating the defined cultural differences to their classroom procedures. School situations were described in terms of teacher methodology, teacher-pupil behavior, parent participation, and measures on the subjects, including sociometric studies, standard reading tests, and measures of oral language communication in English. The control group was drawn from other Indian and non-Indian classroom situations, Indian classrooms supervised by the Indian Service, and public school classrooms enrolling no Indian children. An extreme amount of educational retardation existed. Lack of teacher understanding of the cultures of the children they teach, reading retardation, difficulties in understanding English as a second language, and problems in teaching science and arithmetic were emphasized. Recommendations were made for further studies of cultural differences, bilingual problems, and remedial education. (GC)

92 ED 011 396
Zweibelson, I.
Motivating and Educating the Student Living in a Poor Neighborhood, A School-Family Approach
New Rochelle Talent Search Project, New Rochelle
Jun 1965
MF-$0.50 HC-$5.00 123P.

*Disadvantaged Youth, *Gifted, *Academic Achievement, Counseling, Family School Relationship, *Parent Counseling, Tables (Data), Interviews, Questionnaires, Program Evaluation, Aptitude Tests, Bibliographies, New Rochelle, New Rochelle Talent Search Project, National Defense Education Act, NDEA Title V A

The New Rochelle Talent Search Project attempted to involve parents and students in a family counseling program in order to stimulate motivation for improved school performance and improved planning for the future. The report summarizes 6 years of experience, experimentation, and study, and is a compilation of the findings of six different projects with a common set of purposes and goals. For the preliminary survey, a sample consisting of 81 ninth-grade students from poor neighborhoods were given the Differential Aptitude Tests (DAT), and their parents were interviewed by a counselor using a standard interview schedule to obtain data on family statistics, student characteristics, and parents' opinions. The families of 40 youngsters who received high DAT scores participated in a program consisting of an "intake" interview, an orientation session, one to six individual conferences, and seven group sessions. Talent Search Projects for the following 4 years continued to utilize the same general project approach. Program results and program evaluation are discussed and bibliographies, parental interview schedules, tables, and evaluation sheets are included in the report. (PS)

CAPS RESUMES

93
CG 000 666
Adkins, Winthrop R. * and others
Development of a Social Change Methodology With the Help of a Research Advisory Panel, Interim Report
Training Resources for Youth, Inc., Brooklyn, N. Y.
Mar 1967
100P.

Social Change, *Research Methodology, Males, Disadvantaged Youth, Attitudes, Behavior, *Vocational Education, *Program Evaluation, Research Projects

Training Resources for Youth, Inc. (Project TRY) was designed to provide a comprehensive educational environment in which 600 17-21 year old males in the Bedford-Stuyvesant area of Brooklyn could learn vocational, personal, and social skills. Social science research techniques were used to produce positive changes in attitudes and behaviors of deprived youths. A research advisory panel was chosen to work with the principal investigators of Project TRY to decrease the methodological risks inherent in having the same individuals involved in design, development, and evaluation. This report deals with the work of the research advisory panel. The principal investigators and the research advisory panel modified the preliminary evaluation plan. These modifications involved the population to be studied and the treatments to be provided. The three appendices include an abstract of the project proposal, the preliminary evaluation plan, and a grant proposal for the research advisory panel. (SK)

94
CG 000 971
Evaluation Strategies for ESEA Title I Projects
American Personnel and Guidance Assn., Washington, D.C.
Mar 1967
9P.

*Schools, Program Evaluation, *Federal Aid, Disadvantaged Youth, *Evaluation Methods

Project and program evaluation represent two broad strategies for evaluation. Product evaluation of a project determines the extent to which objectives are achieved. The evaluator's attention is focused on change in the target pupil or school on a pre-project to a post-project basis. In their evaluation of the Elementary and Secondary Education Act, Congress is interested in the types of evidence produced through product evaluation. Process evaluation monitors project conditions to make the project more efficient or better. Program evaluation is an assessment of the changes which are the outcomes of interactions among projects or treatments. Program evaluation assesses not only change in target pupils or schools, but also, total impact. Program evaluation implies that attention to overall barometers of educational health might capture side effects. No attempt is made to analyze how or why changes occur. This model suggests that the school should be an evaluation unit to detect possible fallout effects. Results of the implementation of this strategy in Cincinnati are discussed. (PS) (This speech was presented at the American Personnel and Guidance Association Convention, Dalls, Texas, March, 1967.)

95
CG 000 973
Bredemeier, Harry C.
The Differential Effectiveness of High Schools With Selected Characteristics in Producing Cognitive Growth in Different Kinds of Students
Rutgers, The State Univ., New Brunswick, N. J.
Jun 1967
91P.

Research Projects, *Academic Achievement, Academic Aspiration, Social Studies, *Student Attitudes, *Student Teacher Relationship, Family Background, Self-Concept, *Educational Facilities, *Cognitive Development, Disadvantaged Youth

Evidence is presented about the relationship of independent student and school variables to dependent variables. The evidence is derived from these sources--(1) published and unpublished data from Project Talent, (2) Equality of Educational Opportunity by Coleman, et. al., (3) a special analysis of unpublished data gathered by Project Talent. The differential achievement of secondary school students on literature information tests, social science, and mathematics appears to be related very little to any measured characteristics of the schools they attend. Achievement may be related to family backgrounds, but those relationships are not high. Little difference exists between schools in their ability to affect the relationship between predisposing characteristics and the cognitive growth of students. However, it should not be inferred that school factors make no difference for achievement or growth. Until research is carried out on the differential responses of different kinds of students to different kinds of teacher-student transactions, interpretations of the results of studies such as those of Coleman and Project Talent will remain difficult. (Author)

CG 000 517

96
Cote, Theodore J.
Manpower Legislation of the Sixties, A Threat and a Promise
George Washington Univ., Washington, D. C.
Feb 1966
42P.

*Federal Legislation, Federal Aid, *Disadvantaged Youth, Counselor Attitudes, Employment Services, *Counselor Training, *Vocational Education, Conference on the Vocational Aspects of Counselor Education, Manpower Development and Training Act of 1962, The Vocational Education Act of 1963, The Economic Opportunity Act of 1964, The National Defense Act of 1958

The author presents a discussion of the influence of Federal legislation upon counseling. While the National Defense Education Act called for identification and education for the talented, the Manpower Development and Training Act, the Vocational Education Act, and the Economic Opportunity Act have a broader emphasis. The counselor now needs to be more well-versed in occupational information to work with disadvantaged youths and people of differing values. Because of the change in clientele, change in counseling methods and attitudes is suggested. The increasing demands upon public employment services must be met with closer cooperation by the schools and an increase in vocational guidance in the schools. The author discusses the funds available for special counselor training programs and vocational education programs in the schools. He again suggests the importance of a coordination of efforts by the various groups involved. This paper was presented at the Conference on Vocational Aspects of Counselor Education, Warrenton, Va., December 12-15, 1965. (NS)

CG 000 552

97
Fitzsimmons, Stephen J.
An Examination of Data on Iowa School Children to Determine Patterns of Performance and "Downstream Effects" of Early Depressed Scores, Working Paper (Technical Note Number 8)
National Center for Educ. Statistics, Washington, D. C.
Nov 1966
11P.

*Academic Performance, *Disadvantaged Youth, *Urban Areas, *Research, Test Results, Longitudinal Studies, Performance Patterns, Failure Factors

Various performance patterns were studied to determine if early limited failure leads to generalized failure in a number of areas. The subjects, 258 disadvantaged urban children from four school districts in Iowa, had one or more scores on the Iowa Test of Basic Skills (ITBS) at or below the 33rd percentile on national norms. Their performances on the ITBS and Iowa Test of Educational Development (ITED) were followed for 12 years. Subjects who did poorly initially on a number of subtests tended to continue to do poorly. Subjects who did poorly initially in one or two areas of the ITBS and well in other areas tended to move toward the mean. The performance was rather mixed. Some difficulty was encountered in obtaining longitudinal data because of poor attendance, transfer, and dropout problems. The author concluded that a significant number of those who initially performed marginally on ITBS language subtests will show downstream effects. Further research is needed. (SK)

CG 000 028

98
Frick, Donald L.
A Training Program for Vocational Counselors. Final Report
Colorado State Univ., Ft. Collins
Feb 1967
44P.

*Counselor Preparation, Educational Programs, Cultural Disadvantagement, Disadvantaged Youth, Administrator attitudes, *Secondary School Counselors, *Vocational Counseling, Vocational Schools

An intensive vocational counselor training program lasting five weeks was held for 21 secondary school counselors in Colorado. Counselors were required to have a bachelor's degree, to qualify for counselor certification, and to be actively engaged in counseling. Admission priority was given to counselors from depressed areas. The purposes of the program were to train counselors in skills related to aiding youngsters make vocational choices, to inform counselors of vocational opportunities provided by the Vocational Education Act of 1963, the Economic Opportunity Act, and the Manpower Act of 1965, and to give them a basic understanding of vocational philosophy and information. Problems of students from depressed areas, and preventative counseling were points of emphasis. The structure of the program was-- two weeks were spent studying vocational material, two weeks emphasized counseling interviews held by the trainees with clients from a vocational-technical school, and one week was devoted to a joint session of trainees and representatives from their administrations. A follow-up study and evaluation were part of the project. Counselors felt their knowledge about vocations and recent Federal legislation increased, their role in vocational counseling was clarified, and communication between administrators and themselves increased as a result of the program. (PS)

CG 000 525

99
Harrison, Forest I.
An Investigation into Pure Groups, Their Characteristics and Opportunities
Chicago Univ., Ill.
Jan 1967
59P.

Academic Performance, *Disadvantaged Youth, *Student Attitudes, Data Analysis, *Superior Students, Junior High School Students, *Low Achievers, Educational Opportunities, *Family Influence, Comparative Analysis, Tables (Data)

Differences in attitudes between advantaged and disadvantaged students, and differences in attitudes between inconsistent students and their associated majority groups were explored. For the purpose of this study, the inconsistent student was defined as either a student from an advantaged background who was unsuccessful in school, or as a student from a disadvantaged background who was successful in school. Both inconsistent and consistent students were considered "pure" types and differentiated according to certain criterion characteristics. Six hundred and seventy-eight 13 year olds from the United States and ten other countries were compared. The general and subject-related attitudes of the inconsistent students were found to differ from those of their associated majority groups. The findings demonstrated that attitudes, home background, and school performance are interdependent. Unsuccessful students had not been given the opportunities afforded the successful students, disadvantaged students had not been given the opportunities enjoyed by the advantaged students, and opportunities of the inconsistent students differed from those of their associated majority groups. (PS)

100 CG 000 154
Henderson, Norman B. * Avallone, Vincent L.
Problems in Counseling Navajo Rehabilitation Clients
Northern Arizona Univ., Flagstaff
1967
15P.

*Rehabilitation Counseling, *Culturally Disadvantaged, Disadvantaged Youth, *Language Handicaps, *Cultural Factors, Research Projects, Counselor Role, Rapport, American Indians

Some conditions of the counseling relationship with Navajos are described. Unkept appointments are frequent. The counselor is perceived as a solver of immediate practical problems rather than as an agent of interpersonal or psychological change. To the Navajo, he is often an authority figure. Language is an almost insurmountable barrier except with the most inculturated Navajos. It takes longer to establish rapport. Navajos withdraw psychologically when anxious. The superficiality of the psychodynamic relationship is due to tardy positive transference and other cultural factors. Educational, social, and economic obstacles make it difficult for most Navajos to achieve middle-class American levels of success. However, if cultural-personality differences are anticipated and accepted, and if stereotyping is avoided, constructive, warm, and satisfying counseling relationships may develop. (WR) (This is the Navajo Rehabilitation Project Technical Report No. 4.)

101 CG 000 323
The Function of the Gary Counselor
7P.

*Counselor Functions, Developmental Guidance, *Disadvantaged Youth, *Counseling Services, Speeches, Federal Programs

The counselors at Gary are concerned with assisting the deprived Corpsman become a productive citizen. The assumption is made that each one has the capacity for self-actualizing growth. The counseling method used is primarily developmental, but at times is remedial or preventive. These guidance and counseling services are only one part of the Job Corps Center. The guidance staff itself is divided into six sections--(1) the vocational and residential counselors who deal with vocational, educational, and personal adjustment problems, (2) the senior counselors who work with the Corpsmen in the vocational shops, (3) the counselors assigned to orientation who are responsible for informing, counseling and teaching the new Corpsmen, (4) the counselors who work with small groups of referred Corpsmen in intensive counseling sections, (5) the counselors concerned with testing to determine aptitude, reading level and other data about Corpsmen, and (6) the counselors assigned to Corpsmen's Assembly who work with residential representatives. There are also staff specialists who deal with recruitment and transfers. (AF)

102 CG 000 069
Leonard, George E.
Developmental Career Guidance in Action, The First Year
Wayne State Univ., Detroit, Mich.
158P.

*Occupational Guidance, *Disadvantaged Youth, Tables (Data), Questionnaires, Counselor Role, Aspiration, *Guidance Programs, Career Planning, Vocational Counseling, Workshops, Evaluation Techniques, Program Evaluation, Consultants, *Pilot Projects

The Developmental Career Guidance in Action (DCGA) project sought to--(1) broaden and raise the educational-occupational levels of aspiration of a selected group of Detroit inner-city public school students, (2) develop a pilot program to better meet their needs through emphasis on developmental educational-occupation career guidance in grades one through 12, and (3) to involve the staffs of the participating schools in the program through cooperative planning and development. In Phase 1, 40 representatives from the schools met with resource personnel to discuss economic and social trends, visited industry, colleges, and community agencies, discussed ways of improving education, and developed plans for program improvement. In Phase 2, a three-person team was placed in each school to work with the school staff, the community, and the students to carry out a program meeting program objectives. Results indicate that the level of student aspiration increased. Students showed more growth in regard to occupational knowledge and planning, re-examined their value structure, showed a more acceptable attitude toward counselors, and perceived a greater need for professional help. The project was evaluated by Dr. Charles Morris who concluded that the idea and strategy for implementation of DCGA had made "a significant contribution to the young people in the project schools." (PS)

CG 000 819

103
Levine, Louis
The New Role of the Employment Service in Serving the Disadvantaged
American Personnel and Guidance Assn., Washington, D. C.
Apr 1966
13P.

*Employment Services, *Disadvantaged Groups, Vocational Rehabilitation, *Vocational Counseling, *Manpower Utilization, Employer Attitudes, Government Role, Role Perception, Employment Trends

Changes in manpower goals and objectives, and the means of achieving them, has resulted in a new role for the United States Employment Service. The local employment office is now responsible for the implementation of manpower development and training programs and for better manpower utilization. Newly assigned manpower responsibilities which the Employment Service has absorbed include serving the disadvantaged and improving employability. The disadvantaged include those whose cultural, educational, personal, economic, or family background characteristics limit their participation in the job market. The task of discovering and identifying disadvantaged individuals may entail some relocation of facilities. Staff training must now emphasize socio-economic factors as well as psychology. To improve the employability of the disadvantaged, individualized services rather than mass volume transactions must be emphasized. Programs providing such services are described. The Employment Service must assess the effectiveness of ongoing manpower programs. New Employment Service approaches on the employer service front include working with management and labor to improve job training activities, to change job requirements, to work toward job development, and to improve placement procedures. (PS) (This speech was presented at the American Personnel and Guidance Association Convention, Washington, D. C., April 5, 1966.)

CG 000 881

104
MacLennan, Beryce W.
Group Approaches to the Problems of Socially Deprived Youth--The Classical Psychotherapeutic Model
Apr 1966
22P.

*Socially Disadvantaged, *Delinquent Rehabilitation, *Psychotherapy, *Group Therapy, *Adjustment (To Environment), Culturally Disadvantaged, Delinquency, Socially Maladjusted, Social Values, Socially Deviant Behavior, Socioeconomic Status, Rehabilitation Programs, Adolescence, Disadvantaged Environment, Therapeutic Environment, Middle Class Culture, Speeches

The assumptions which form the basis of group psychotherapy are examined and the adaptations of clinical groups in assisting socially deprived youth (SPY) to lead satisfying and constructive lives are considered.

The accepted clinical model holds that distortions of character structure caused by unfavorable developmental conditions can only be altered if the individual obtains assistance. Assumptions fundamental to psychotherapy are discussed. Adolescence with its changing nature, presents unique problems to the psychotherapist. Because of the usual difference in social class between group members and the therapist, further obstacles are encountered. Resistance to treatment, part of consistent group patterns, may be tackled in several ways. Problems in treatment may be minimized by (1) focusing on reality, (2) using therapeutic recreation groups, (3) basing discussions on youths' desires, (4) providing appropriate identifying models, and (5) aiding the establishment of an appropriate code of values. Character problems can be reduced, but it is also important to create an external social structure which will provide opportunities for satisfying living. This is a revised version of a paper presented at a special panel on group approaches in programs for socially deprived youth, American Group Psychotherapy Assn., Philadelphia, Pa., January 26-27, 1966. (PR)

CG 000 884

105
MacLennan, Beryce W. * Levine, Myrna S.
Evaluation Issues in Programs for Disadvantaged Children, The Use of Non-test Procedures
13P.

*Disadvantaged Youth, *Evaluation, *Educational Research, *Program Effectiveness, Evaluation Methods, Environment, Programs, Culturally Disadvantaged, *Counseling Programs

The dimensions of program evaluation are outlined, some non-test methods which can be used are described, and the importance of monitoring and controlling the intervention are stressed. The importance of teamwork between evaluators and interventionists is illustrated and the value of such an approach in furthering the clear conceptualization and refinement of programs is discussed. Some problems relevant to programs for disadvantaged children are examined. The potential capacities of disadvantaged children are not reflected by past and present performance. In evaluating the effectiveness of intervention, the reactions of the environment as well as the responses of the subject must be examined. Unless favorable changes in the individual are supported by the environment, such changes are unlikely to be maintained. (WR)

CG 001 554

106
Martin, Ann M.
A Multimedia Approach to Communicating Occupational Information to Non-College Youth. Interim Technical Report
Pittsburgh Univ., Pa., Grad. Sch. Lib. and Info. Sci.
Dec 1967
260P.

*Guidance, Communication (Thought Transfer), *Instructional Design, *Curriculum Development, *Noncollege Preparatory Students, *Disadvantaged Youth, Occupational Information, Audiovisual Instruction, Educational Planning, Career Planning, Instructional Materials

This project's primary concern has been the design of new types of guidance materials and new instructional approaches centering upon educational-vocational aspirations of students, particularly the non-college bound and culturally disadvantaged. In the early stages, a behavioral model on which to base the design of an instructional system for guidance was developed. This conceptual model includes three components that are interrelated and highly dependent upon one another--(1) an information component, (2) a behavioral component, and (3) a media component. As an illustration of the kind of guidance curriculum units are considered appropriate and feasible for non-college and disadvantaged youth, the Communication in Guidance Project designed and produced sample film modules and slide tapes for grades 8-12. These audiovisual materials are still in an experimental draft form. Ancillary materials including manuals, criterion measures, and student response materials are currently in the planning stage. As a learning technique, the materials and procedures developed would be incorporated into a prototype instructional system for use in the schools. The results effected by the research efforts reflect an emerging breakthrough in the development of communication-learning techniques--techniques that can be implemented in the school curriculum and applied for the purpose of motivating and guiding vocational behavior of youth. (Author)

107 CG 000 766 ED 010 331
Matthews, Charles V. and others
A Curriculum for Dropout-prone Students Delinquency Study and Youth Development Project
Southern Illinois Univ., Edwardsville Campus
May 1967
158P.

*Curriculum Guides, *Disadvantaged Youth, *Dropout Prevention, *Potential Dropouts, *Student Development, Delinquency Prevention, Delinquency Study and Youth Development Project, Demonstration Programs, Edwardsville, Illinois, School Holding Power

A curriculum guide was prepared for a demonstration program (ED 010 332) with high school students who were considered potential dropouts. Selection was on the basis of (1) intelligence, (2) reading achievement, (3) general achievement, (4) socio-economic status, and (5) school adjustment. Major emphasis was on providing the students with a sense of pride and accomplishment. Curriculum elements included (1) individualized reading, (2) social understanding, (3) science, and (4) arithmetic. (RS)

108 CG 000 767 ED 010 332
Matthews, Charles V. * Roam, John F.
A Curriculum Demonstration Program for Dropout-prone Students--Delinquency Study and Youth Development Project
Southern Illinois Univ., Edwardsville Campus
Aug 1966
134P.

*Demonstration Programs, *Disadvantaged Youth, *Dropout Prevention, *Potential Dropouts, *Problem Children, *Student Development, Delinquency Prevention, Delinquency Study and Youth Development Project, Edwardsville, Illinois, School Holding Power

A demonstration program was conducted with slow-learning socially alienated students (potential dropouts). Full-time classes were established for grades 7 to 12, containing special learning units in language arts, social studies, arithmetic, science, industrial arts, home economics, physical education, and work experience. The curriculum content and methodology of the classes were reported in a companion volume (ED 010 331). The experimental (demonstration) group was selected from students judged to be most dropout-prone on the bases of (1) intelligence, (2) reading achievement, (3) general achievement, (4) socio-economic status, and (5) school adjustment. A matched control group was formed which received neither curricular adjustment, work experience, nor services of non-teaching personnel who worked with the demonstration program. A statistical analysis of data obtained during a 3-year study indicated (1) the program was signigicantly successful in improving the holding power of school, (2) special reading and arithmetic programs produced significant gains in achievement, and (3) students in the work experience program did not significantly improve in their academic performance when compared with students in the control group. Additional study and revision of the curriculum were recommended. (RS)

109 CG 000 035 ED 012 048
Muthard, John E. * Miller, Leonard A.
The Evaluation of Rehabilitation Counselor Performance, A Survey of State Agency Practices (The Criteria Problem in Rehabilitation Counseling)
University of Iowa, Iowa City

1966
33P.

*Rehabilitation Counseling, *Counselor Evaluation, Rehabilitation Programs, Statistical Surveys, State Programs, Vocational Rehabilitation

A questionnaire, sent to directors of 89 public, state vocational rehabioitation agencies and of agencies which serve the blind, was designed primarily to survey present practices used in evaluating counselors on their staff. Multiple choice type questions required two types of answers - the various counselor characteristics considered or required in evaluations, and how important such characteristics were thought to be. Ninety-seven percent of the questionnaires were returned. Findings showed that the general evaluation practices of these agencies usually followed standard personnel practices except that almost half of the agencies lack a standard counselor evaluation form. The 29 counselor characteristics which were rated on importance, requiredness and method of assessment were clustered into three categories - personal, performance and ability-knowledge. Of the three classes, ability-knowledge qualities are more often required by all types and sizes of agencies. Two approaches to measuring the congruence between requiredness and importance of counselor characteristics for large, medium and small agencies suggest that medium-sized agencies are less congruent than others. (PS)

CG 000 839

110
Rose, Sheldon D.
A Behavioral Approach to Group Treatment of Children
18P.

*Behavioral Counseling, Group Counseling, *Behavior Change, *Disadvantaged Youth, Discipline Problems, Delinquents, Reinforcement, Behavioral Sciences, Research

A behavioral approach was used to treat small groups fo children in an inner city setting. The groups were organized under the auspices of the Hartwig Project of the Neighborhood Service Organization of Detroit and consisted of children with school adoption problems, delinquent gangs, and children from disadvantaged sections of the community. Groups contained three to seven children between the ages of eight and fifteen. They were homogeneous in regard to sex, age and socio-economic background and heterogeneous in regard to problems presented. Behavioral assessment determined the nature, frequency, and conditions of the maladaptive behaviors. On the basis of the maladaptive behaviors, goals were set for each group member. A baseline was determined for each maladaptive behavior so that subsequent behavior after intervention by the worker could be monitored for change. Means of intervention included reinforcement, token economy, group activities, behavioral assignments, model presentation, and systematic desensitization. Treatment was terminated on the basis of achievement of treatment goals. To date, results appear promising. Changes in the desired direction have been observed in a large majority of the male clients, behavioral assignments have been favorably received, and group workers are enthusiastic about the approach. (SK)

CG 000 859

111
Rosenberg, Leon A.
The Johns Hopkins Perceptual Test--Its Development and Current Status as a Measure of Intellectual Functioning. Pre-Publication Draft
Johns Hopkins Univ., School of Medicine, Baltimore, Md.
1966
25P.

*Test Construction, *Intelligence Tests, *Measurement, Research, *Culture Free Tests, Test Validity, Test Reliability, Perception Tests, *Performance Tests, Correlations

The Johns Hopkins Perceptual Test (JHPT), reviewed in this paper, was designed to meet the need for a brief, easily administered, non-verbal instrument to assess the intellectual functioning of children. The data on this instrument indicates that it is relatively culture fair and useful for testing children whose physical handicaps preclude the use of standard instruments. Following a review of the rationale for the development of a culture fair instrument, the development of the JHPT is discussed. It was found to be a reasonably reliable and valid test of intelligence which can be administered by a non-professional to young children. The issue of culture fairness is not so easily dealt with and further research is needed. Present studies utilizing the JHPT are being conducted both in the United States and abroad. The need for culture fair instruments is explored. This paper will be published as a chapter in The Disadvantaged Child, Volume 2, Special Child Publications, Seattle, Washington. (SK)

112 CG 000 925
Shanks, Patricia F.
Children's Attitudes Toward School and Their Relationships With School Anxiety
Michigan Univ., Ann Arbor, IRCOPPS
1967
107P.

*Cognitive Ability, Cognitive Processes, *Anxiety, *Schools, *Student Attitudes, *Research Projects, Grade 5, Grade 7, Grade 9, Data Analysis, Disadvantaged Groups, Student Characteristics, Statistical Analysis, Correlation

Group differences (age, sex, and social class) in children's school anxiety and in their attitudes toward various aspects of school, and the relationships between anxiety and children's attitude patterns were explored. Several theories and earlier studies in this area are discussed. The sample consisted of 480 students in grades five, seven, and nine, across two different socio-economic levels. Basic statistical analysis called for an age x sex x social class paradigm which resulted in a 12-cell design. Instruments used were the multi-dimensional paper and pencil questionnaire inventories. Correlation and multi-variant analysis procedures were used, and the results summarized in tables. It was found that--(1) children increasingly dislike both the academic and social aspects of school as they grow older, (2) elementary school girls like the academic aspects more than boys, (3) lower class adolescents like and value the academic aspects of school more and value social contacts more than upper class children, and (4) lower class children manifest a higher degree of test anxiety, especially in elementary school. Student characteristics, research results, and instrumentation are appended. This document appeared as Study 1 in School Anxiety and Cognitive Functioning, Exploratory Studies, Report 4, IRCOPPS Midwest Research Center for Pupil Personnel Services, Ann Arbor, Mich., Pp. 1-101. (PS)

113 CG 000 715
Small, George D.
What We Have Learned from Current Programs and Research About Disadvantaged Pre-school and Elementary School Children
12P.

*Cultural Disadvantagement, *Elementary Education, *Educational Programs, *Experimental Programs, *Educational Innovation, Educational Disadvantagement, Research, Compensatory Education Programs, Guidance Programs, Cultural Factors, Environment, Disadvantaged Youth

Current educational programs for disadvantaged children have been of three types-- traditional patterns and practices, traditional patterns with some change or innovations, and innovative programs. A variety of innovative programs, based on inquiry, development, diffusion, utilization, and evaluation, have most successfully met the requirements of assisting individual disadvantaged children. Research has suggested that, compared with a middle-class child, a disadvantaged child may have a variety of emotional, personality, and attitudinal differences in school. Home and community environmental characteristics are presented. Observations about the use of test materials, conclusions about school apart from teaching and learning situations, and teaching and learning techniques are offered. Guidance counselors, under optimum conditions with focused and limited functions, have been a positive and effective force. (WR)

114 CG 000 133
Stetler, Byron F. * Poehlman, C.H.
Suggested Techniques in Guidance and Counseling With Indian Youth and Adults
Nevada State Dept. of Education, Carson City
1966
17P.

*Disadvantaged Youth, *Counseling Goals, *Counseling, *Youth, Parent Attitudes, Minority Group Children, American Indians

General concepts of guidance and counseling techniques are oriented toward the Indian child. Suggestions relate to background information, rapport, the role of permissiveness, testing, counselor-parent relations, and vocational counseling. Emphasis is placed on understanding the cultural background of the Indian child to create a meaningful counseling relationship, as the child lives in a bicultural, often bilingual environment. Counseling may be the first permissive school experience. The parents must, through the counselor, learn to understand the purposes and functions of the school, for the Indian child is often caught in a dual cultural standard which may result in underachievement. Linguistic difficulties and problems in communication caused by these difficulties may affect the counseling relationship. Special training for all school staff members working with Indians should provide a thorough bicultural, bilingual orientation. (A bibliography is included.) (PS)

115 CG 000 338
Wallace, Phyllis and others
Testing of Minority Group Applicants for Employment
Equal Employment Opportunity Comm., Washington, D.C.
Mar 1966
34P.

*Testing, Group Intelligence Testing, Predictive Validity, *Psychological Tests, Culture Free Tests, Culturally Disadvantaged, *Equal Opportunities (Jobs)

This study investigates whether many tests used by employees for employee selection do discriminate inadvertently. Because sub-groups or minority groups tend to be culturally disadvantaged, standardized tests have many shortcomings. When used as selection devices, standardized tests may--(1) not provide reliable differentiation in the range of the minority group's scores, (2) use predictive validity different from that for the standardization and validation groups, and (3) use interpretation that is quite dependent upon the cultural background of the majority. To eliminate cultural bias in testing, tests that are--(1) culture-free, (2) culture-fair, (3) culture-equivalent, and (4) measure creativity need to be developed. The concepts of using "dual test standards" and "compensatory training" may help create new methods for employee selection. It is concluded that proper testing practices need to be followed by qualified personnel to create improvement in hiring situations. Recommendations are that--(1) job descriptions be examined and requirements established before tests are used, (2) tests be developed by reputable psychologists, (3) inflexible minimum scores be re-examined, (4) test scores be considered as only one factor, (5) tests be validated in the setting used, and (6) re-tests be offered to unsuccessful applicants with culturally disadvantaged backgrounds. (RL)

JOURNAL RESUMES

116. Amos, William E., "Job Adjustment Problems of Delinquent Minority Group Youth," The Vocational Guidance Quarterly, Vol. 13, No. 2, Winter 1964-65, pp. 87-90.

Thirty Negro youth who entered jobs upon release from correctional institutions were studied regarding vocational adjustment and attitudes. Their feelings of need for guidance and reasons for job failures pointed out services that the discharging institution should provide. A great need for further studies of this kind is indicated if once-delinquent disadvantaged youth are to play constructive parts in society. (TU)

117. Aronson, H. * Overall, Betty, "Treatment Expectations of Patients in Two Social Classes," Social Work, The Journal of the National Association of Social Workers, Vol. 11, No. 1, January 1966, pp. 35-41.

This article describes a study of the expectations of middle and lower-class patients on entering psychotherapy. The results show that although both groups are aware of the subject matter to be covered, they differ in their expectations of treatment techniques. Similarities as well as differences exist, with various explanations offered to account for them. (Author)

118. Austin, Ernest H., Jr., "Cultural Deprivation-A Few Questions," Phi Delta Kappan, Vol. 47, No. 2, October 1965, pp. 67-69.

The author points out some of the problems that seem to plague projects to aid the disadvantaged. He emphasizes the need for intellectual and philosophical acknowledgment from educators that changes must be made in the larger social context as well as in the educational system, if programs to aid the culturally deprived are to be defensible. (TU)

119. Austin, Ernest H., Jr., "A Parting Shot from a Still Skeptical Skeptic," Phi Delta Kappan, Vol. 47, No. 2, October 1965, pp. 75-76.

Austin replies to Guthric and Kelly and indicates that they have built a case for his criticism. He also contends that concern should rest with methods for overcoming the causes of deprivation rather than compensating for them. (TU)

120. Bakal, Yitzhak, Madaus, William, and Winder, Alvin E., "A Motivational Approach to Compensatory Education," Social Work, Vol. 13, No. 2, April 1968, pp. 16-24.

This paper, a descriptive analysis of the experiences of an Upward Bound Project at the University of Massachusetts, Amherst, assesses the value of a counseling approach in the area of compensatory education, and focuses on those aspects of the program that significantly increased on student motivation, self-esteem, and educational aspirations. (Author)

121. Balow, Bruce, "The Emotionally and Socially Handicapped," Review of Educational Research, Vol. 36, No. 1, February 1966, pp. 120-133.

Much research is needed in the area of the emotionally and socially handicapped. The author reviews what research has been undertaken on the social and psychological correlates, school achievement, educational provisions and outcomes, and problems encountered in the research. (TU)

122. Bancroft, John F., "Counseling the Disadvantaged Child," The School Counselor, Vol. 14, No. 3, January 1967, pp. 149-156.

An empathic understanding of the disadvantaged student's culture can aid the counselor in recognizing reasons for the student's behavior and responses. A patronizing or condescending attitude is easily felt and resented by these students and can effectively close channels of communication. (TU)

123. Baum, O. Eugene, Felzer, Stanton B., D'Zmura, Thomas L., and Shumaker, Elaine, "Psychotherapy, Dropouts and Lower Socioeconomic Patients," American Journal of Orthopsychiatry, Vol. 36, No. 4, July 1966, pp. 629-635.

In a research project related to outpatient psychotherapy with lower social class patients, the problem of dropout from treatment was studied. This paper discusses some of the factors contributed by therapist, patient, and referral source to the high dropout rate. Emphasis is placed on the experience level of the therapist as this relates to the problem. (Author)

124. Bereiter, Carl, "Instructional Planning in Early Compensatory Education," Phi Delta Kappan, Vol. 48, No. 7, March 1967, pp. 355-356.

The author sees the need to be able to define a reasonable set of concepts, skills, and habits that can serve as a foundation for school curricula, and of developing reliable and efficient means of teaching these things to children who lack them, if effective preschool programs for disadvantaged children are to be instituted. (TU)

125. Bloch, Julia A., "The White Worker and the Negro Client in Psychotherapy," Social Work, Vol. 13, No. 2, April 1968, pp. 36-42.

The author presents a discussion of the possible counter-transference of the white worker practicing psychotherapy toward a Negro client in relation to the worker's identification with the white middle class, his individual psychodynamics, and the symbolism attached to the Negro. (Author)

126. Blom, Gaston E., Waite, Richard R., and Zimet, Sara F., "Ethnic Integration and Urbanization of a First Grade Reading Textbook: A Research Study," Psychology in the Schools, Vol. 4, No. 2, April 1967, pp. 176-180.

This article reports a study regarding the content analysis of 118 stories in a multi-ethnic urban first-grade reading series published in 1964. The writers of the primers have focused on building a series of pre-primers which would present the life of a working-class family in a typical, racially mixed, urban neighborhood. (TU)

127. Boney, J. Don, "Predicting the Academic Adhievement of Secondary School Negro Students," Personnel and Guidance Journal, Vol. 44, No. 7, March 1966, pp. 700-703.

The efficiency of aptitude and mental ability measures in predicting high school grade-point average for Negro students in secondary school was studied. The total sample of 222 students was randomly divided into two samples in order to determine the consistency with which the variables predicted the criteria. The predictor variables were-- the Differential Aptitude Tests, the California Test of Mental Maturity, the Cooperative Ability Tests, the Sequential Tests of Educational Progress, Junior High School Grade-Point Average, and Social Status Ratings. The data were analyzed by multiple linear regression. The instruments consistently yielded substantial correlations with high school grade-point average. Negro students appeared to be as predictable as other groups. (Author)

128. Bradfield, L. Eugene, "College Adjustment and Performance of Low-Income Freshman Males," The Personnel and Guidance Journal, Vol. 46, No. 2, October 1967, pp. 123-129.

To examine the effects of an improverished background on the college adjustment and performance of low-income freshman males, 36 entering freshmen from the lower income groups at a state university and a junior college were matched on American College Test scores and on college attendance with 36 control freshmen males. A battery of tests on the personal characteristics important to college adjustment and success and on level of aspiration was given both groups at the beginning of the first semester in college and at the end of the semester. The low-income group showed personal characteristics similar to those which have appeared in studies of college dropouts. One semester of college accentuated these characteristics. Nonetheless, the low-income group had as good or better college performance as measured by grade-point average at the end of one semester, and possessed levels of aspiration equal to those of the control group. (Author)

129. Brager, George, "Organizing the Unaffiliated in a Low-Income Area," Social Work, Vol. 8, No. 2, April 1963, pp. 34-40.

Parents in slum neighborhoods whose children are delinquent seem the least likely to join organizations that could help in the prevention of delinquency. This article discusses an experimental action-research project focused on organizing this type of parent. (TU)

130. Brazziel, William F., "Two Years of Head Start," Phi Delta Kappan, Vol. 48, No. 7, 1967, pp. 345-348.

Head Start programs have constituted a tremendous peace-time mobilization of human resources and effort. Expansion is particularly needed in the year-round programs. Ideally, such a program would involve nearly two million children and 70,000 teachers and represent a big step forward in reshaping school to more nearly equalize educational opportunity. (TU)

131. Caliguri, Joseph, "Classroom Guidance in the Disadvantaged School," The School Counselor, Vol. 13, No. 4, May 1966, pp. 220-223.

Guidance orientation of the classroom teachers seems extremely desirable to provide necessary psychological support to disadvantaged students. Guidance techniques rather than a punitive approach can facilitate classroom control. (TU)

132. Champagne, Joseph E., and King, Donald C., "Job Satisfaction Factors Among Underprivileged Workers," The Personnel and Guidance Journal, Vol. 45, No. 5, January 1967, pp. 429-434.

Sixteen factors dealing with motivation on the job were presented in a paired comparison format to 513 underprivileged adults in a federally supported, job retraining project in South Carolina. The subjects were directed to select for each pair the one factor which was more important to them on a job. Analyses were computed for the total sample and for subsamples based on race, sex, and economic residential environment. The results point out that intrinsic, personal factors are more important than job-context factors. Slight differences were found across sex; larger differences were found across race and economic environment. (Author)

133. Chandler, B. J., "An Institute For Teachers of Disadvantaged Youth," Phi Delta Kappan, Vol. 47, No. 2, October 1965, pp. 77-78.

Underlying premises on which the institute based its program included: (1) the need to be knowledgeable in the social sciences to permit a realistic view of the school's milieu, (2) intercultural experiences to enable the teacher to bridge the cultural gap between the students and themselves, (3) accurate perception and appreciation of student goals, and (4) ability to transmit hope to disadvantaged students and, by thinking well of them, to encourage them to think well of themselves. (TU)

134. Chethik, Morton, Fleming, Elizabeth, Mayer, Morris F., and McCoy, John N., "A Quest for Identity: Treatment of Disturbed Negro Children in a Predominantly White Treatment Center," American Journal of Orthopsychiatry, Vol. 37, No. 1, January 1967, pp. 71-76.

How does the stereotype image of the Negro affect the Negro child's identity? How does it emerge in treatment? This paper describes the effects of the distorted self-concept in several Negro children in an otherwise white treatment center. It describes staff reactions, peer relationships, specific problems in psychotherapy, and the methods used to deal with the emerging problems that are related to race. (Author)

135. Christmas, June Jackson, "Sociopsychiatric Treatment of Disadvantaged Psychotic Adults," American Journal of Orthopsychiatry, Vol. 37, No. 1, January 1967, pp. 93-10[illegible]

A community-based, self-help program for disadvantaged psychotic adults, with deprived nonprofessionals as therapeutic agents and identification models, brought about psychiatric and social improvement in its members. Reality stresses of the ghetto community were used to help the group cope more successfully, and to change the disadvantaged environment. (Author)

136. Clark, Edward T., and Misa, Kenneth F., "Peers' Perceptions of Negro and White Occupational Preferences," The Personnel and Guidance Journal, Vol. 46, No. 3, November 1967, pp. 288-291.

The hypothesis that elementary school children would cast their peers in occupational roles in a class play that would be congruent with the peers' previously expressed vocational preferences was supported for boys (N=106), but not for girls (N=97). Boys expressing a preference for either professional or masculine, aggressively oriented occupations were nominated for similar occupational roles in a class play by a significant number of their male and female peers. However, girls who expressed a preference for nursing or teaching were not cast in these roles by a significant number of either their male or female peers. Negro boys expressing a preference for professional occupations were cast in these roles by their peers with significantly greater frequency than were white boys. There were no significant race differences in the other occupational categories of the class play. (Author)

137. Clatworthy, F. James, "Boarding School for the Disadvantaged," Phi Delta Kappan, Vol. 48, No. 7, March 1967, pp. 360-361.

The effects of many programs for disadvantaged children are minimized by the child having to return at the end of the day to his disadvantaged environment. Boarding schools combined with summer camps could provide the necessary escape from a deprived environment. (TU)

138. Coles, Robert, and Brenner, Joseph, "American Youth in a Social Struggle (II): The Appalachian Volunteers," American Journal of Orthopsychiatry, Vol. 38, No. 1, January 1968, pp. 31-46.

In the summers of 1965 and 1966, college students from all over the United States gave themselves to helping the mountain people of Kentucky, Tennessee, Virginia, and West Virginia. They were strangers, confronting a way of life quite different from any other in the country. The social order and the psychological characteristics of the people whose world they entered and the work they did there are discussed in this paper. (Author)

139. Conrad, Richard, and Jaffe Haym, "Careers in 'Little Business' for Negro-Americans: Caveat Venditor," The Vocational Guidance Quarterly, Vol. 16, No. 2, December 1967, pp. 125-129.

The authors discuss the necessity of the counselor's possessing social-psychological knowledge of the business reality of Negro-American little businesses, and knowledge of personal characteristics that seem to make for success in businesses run by Negro-Americans. Basic guidelines for the counselor who will be counseling Negro-Americans interested in careers in business are presented. (TU)

140. Dennis, Lawrence E., "Equalizing Educational Opportunity in Colleges and Universities," Phi Delta Kappan, Vol. 45, No. 8, May 1964, pp. 401-404.

Poor prior schooling, inadequate facilities, and low salaries for inbred faculties impede higher educational opportunities for Negroes in the South. It was estimated that less than 2 percent of the Northern, undergraduate student body is Negro. There is great need to expand higher educational opportunities for Negroes. (TU)

141. Deutsch, Martin, "The Role of Social Class in Language Development and Cognition," American Journal of Orthopsychiatry, Vol. 35, No. 1, January 1965, pp. 78-88.

Language is a dimension through which unfavorable environment can inhibit development. Interrelationships among language and some demographic variables are reported for 292 children. Findings were that both lower-class and minority group status are associated with poorer language functioning. This association is stronger for fifth- than for first-grade children. Implications are drawn for the school's role. (Author)

142. Dickey, Frank G., "A Frontal Attack on Cultural Deprivation," Phi Delta Kappan, Vol. 45, No. 8, May 1964, pp. 398-400.

Efforts to identify leadership potential, encourage academic ability, and improve educational opportunities at all levels of education were some of the goals of the Southern Association of Colleges and Schools and the College Entrance Examination Board, who joined forces to combat cultural deprivation. (TU)

143. Duncan, Jack A., and Gazda, George M., "Significant Content of Group Counseling Sessions with Culturally Deprived Ninth Grade Students," The Personnel and Guidance Journal, Vol. 46, No. 1, September 1967, pp. 11-16.

Some examples are presented of the problems and concerns that were verbalized and discussed during group counseling sessions with four groups (36 students) of culturally deprived white, ninth-grade boys and girls. The examples cited indicate that among these culturally deprived students, there is a general lack of identification with school, a pattern of employing inappropriate means to gain accaptance and recognition, a philosophy of life geared toward immediate material gratification, and parental models that do not result in positive parental identification. There seems to be little hope for these students in their present situation unless they receive some help and support from interested others outside their group. It is suggested that group counseling, for considerably more than the 15 sessions given these students, may afford a means by which the school and the counselor can help the culturally deprived find an effective way to deal with the dilemma in which they find themselves. (Author)

144. Fagan, Edward R., "The Disadvantaged as a Collective," Phi Delta Kappan, Vol. 49, No. 7, March 1968, pp. 396-398.

The author points out that we may have emphasized individualized programming to the detriment of the disadvantaged student. Schools must give equal attention to the interaction behavior rooted in group dynamics. (TU)

145. Fantini, Mario D., and Weinstein, Gerald, "Taking Advantage of the Disadvantaged," The Record, Vol. 69, No. 2, November 1967, pp. 103-114.

Efforts to improve the education of the disadvantaged are criticized for rehabilitating the product rather than reforming a faulty process. Gains in preschool education, e.g., Head Start, will be lost if education in the grades is not improved. The school must be cognizant that a service-oriented economy demands flexibility and the ability to communicate, and endeavor to help students attain these skills. Understanding the students must be a central factor in what is taught and how it is taught. The entire pupil personnel team is necessary to accomplish this end. To achieve a new educational process will require not only a better integration of all educational programs, from Head Start through Upward Bound and community action programs, but also a fusion of funds, resources, and the far-sighted vision of educators. (TU)

146. Gochros, Jean S., "Recognition and Use of Anger in Negro Clients," Social Work, Vol. 11, No. 1, January 1966, pp. 28-34.

Failure to explore feelings about race as an integral part of casework with Negro clients impairs the worker's understanding and helpfulness. More honest and creative approaches are discussed, with emphasis on greater recognition and utilization of client's anger to effect constructive change. (Author)

147. Gold, Stephen F., "School-Community Relations in Urban Ghettos," The Record, Vol. 69, No. 2, November 1967, pp. 145-150.

When teachers think of themselves a superior in social status to low-income parents, particularly of the black ghettoes, the parents think the school does not respect them or care for their suggestions or participation. Little attempt seems to be made to bridge the class differences and create effective interaction. Parents perceive the attitudes of the teachers and react with distrust and misgiving. The same status differentiation is true if the teachers are Negro. Factors which produce and influence the problem must be examined, discussed, and understood before successful school-community relations can develop. (TU)

148. Gordon, Edmond W., "A Review of Programs of Compensatory Education," American Journal of Orthopsychiatry, Vol. 35, No. 4, July 1965, pp. 640-651.

Both the civil rights revolution and the increasingly complex nature of knowledge and work have combined recently to add emphasis to the need for education more appropriate to the needs of all children. After an examination of current approaches to "compensatory education" for "socially disadvantaged" children, the author considers the adequacy of several of these programs. (Author)

149. Gottlieb, David, "Poor Youth Do Want To Be Middle Class But It's Not Easy," The Personnel and Guidance Journal, Vol. 46, No. 2, October 1967, pp. 116-122.

This paper explores certain goals and values held by poor youth, and identifies some of the factors that appear to aid or block the goal attainment process. From a sample of 1,327 male adolescents (Caucasian and Negro) between the ages of 16 and 18 who were enrolled in the Job Corps, data were obtained that suggest that these youth aspire to a style of life that resembles that of the middle class. Perceptions and comments of these youth do not tend to support the proposition that the lower class culture has a built-in set of values that discourage social mobility. Rather, it would appear that lower class parents, while having the desire to have their children succeed, lack the abilities important to facilitate movement into more advantageous social positions. (Author)

150. Grande, Pater P., "Attitudes of Counselors and Disadvantaged Students Toward School Guidance," The Personnel and Guidance Journal, Vol. 46, No. 9, May 1968, pp. 889-892.

This study of attitudes toward school guidance indicates that a differential pattern of endorsement of attitude items exists between experienced counselors and Upward Bound participants. A statistically significant difference was discovered between counselors and Upward Bound participants in terms of median attitude endorsement. While this difference did not appear to be seriously discrepant in a qualitative sense, at least one-third of the Upward Bound participants held somewhat negative attitudes. (Author)

151. Grosser, Charles F., and Sparer, Edward V., "Legal Services for the Poor: Social Work and Social Justice," Social Work, Vol. 11, No. 1, January 1966, pp. 81-87.

The thesis of this paper is that legal services on behalf of the poor will greatly facilitate the attainment of social work goals. It is argued that the role of social work is central if the provision of such legal services is to be realized. Without social work's influence and leadership, it is doubtful that these programs can be permanently and successfully mounted. (TU)

152. Guerney, Bernard, Stover, Lilian, and Andronicc, Michael P., "On Educating Disadvantaged Parents to Motivate Children for Learning: A Filial Approach," Community Mental Health Journal, Vol. 3, No. 1, Spring 1967.

The potential use of underprivileged parents in raising their children's academic aspirations has been largely neglected. The training of groups of parents through a client-centered approach, but with the inclusion of specific, structured techniques originally formulated for filial therapy, would involve parents more meaningfully in the education of their children. Emphasis on the improvement of children's motivation for academic pursuits would include demonstration and role playing, with parents, of positive reinforcement approaches requiring 10 to 15 minutes daily at home. Feedback and encouragement to pursue these newer approaches in the proposed intimate interaction with their child would be provided in regular group meetings with the parents. (Author)

153. Guthrie, James W., and Kelly, James A., "Compensatory Education--Some Answers for a Skeptic," Phi Delta Kappan, Vol. 47, No. 2, October 1965, pp. 70-74.

The authors reply to the criticisms leveled at compensatory programs by Ernest Austin, Jr. They point out that it is the task of the schools to exercise leadership in involving economically and culturally deprived people in total educational programs, to narrow the opportunity gap between social ideals and social reality. (TU)

154. Guttentag, Marcia, "The Parallel Institutions of the Poverty Act: Evaluating Their Effect on Unemployed Youth and on Existing Institutions," American Journal of Orthopsychiatry, Vol. 36, No. 4, July 1966, pp. 643-651.

The effectiveness of Job Corps programs in meeting their own goals and as economic strategy is examined. New research techniques now permit empirical answers to program effectiveness questions. Although parallel institutions circumvent hardened, established institutional practices, job training of peer youth, without job creation, seems a partial solution. (Author)

155. Harris, John, and Reitzel, John, "Negro Freshman Performance in a Predominantly Non-Negro University," The Journal of College Student Personnel, Vol. 8, No. 6, November 1967, pp. 366-368.

A study on the Negro freshmen in a predominantly non-Negro university from 1961 to 1964 revealed lower than average SAT-V/M scores and GPA's for freshmen at that university, although these individuals had ranked higher than average in their high school graduating classes. The authors point out that this would seem to indicate that the pre-college education of these Negroes was less adequate than that of the other freshmen, or that the high schools from which the Negroes came had more lenient grading standards. (TU)

156. Harrison, E. C., "Improving Negro Colleges," Phi Delta Kappan, Vol. 48, No. 6, February 1967, pp. 296-298.

The central theme of this article is that those colleges which were established to serve an isolated Negro community must now be oriented to serve the national community. This re-orientation is essential to their survival. The achievement of this goal will require the coordinated efforts of many forces and agencies of the Americaneconomy, including foundations, national and state agencies, accrediting agencies, universities of academic respectability, and appropriate economic institutions. A compelling necessity is the central involvement of the personnel of the concerned colleges at all stages of the developmental program. (Author)

157. Henderson, George, "Occupational Aspirations of Poverty-Stricken Negro Students," The Vocational Guidance Quarterly, Vol. 15, No. 1, September 1966, pp. 41-45.

This article discusses the results of an exploratory study of the occupational aspirations of 200 youths from a Detroit anti-poverty target area. The lower-class Negro youths aspired to an occupational level much higher than they thought they would actually achieve. There was much less discrepancy between the ideal and real aspirations of middle-class Negro youth. (TU)

158. Henderson, George, "Opportunity and Alienation in Public Schools," The Record, Vol. 69, No. 2, November 1967, pp. 151-157.

The development of the feeling of self-worth can be engendered by helping minority group children learn and perform majority group social roles. When the feeling of self-worth fails to develop, isolation, normlessness, and powerlessness emerge and result in alienation. To prevent increasing alienation and make education a more meaningful experience, changes and additional programs seem necessary within the educational system. (TU)

159. Henderson, George, "Role Models for Lower Class Negro Boys," The Personnel and Guidance Journal, Vol. 46, No. 1, September 1967, pp. 6-10.

Much has been written about ways in which lower class Negro students can be motivated to seek middle class goals. Providing middle class role models for these students is one technique that is usually recommended, but seldom discussed analytically. The popular practice of providing only Negro adult role models to Negro children is challenged as being an activity that impedes the movement of lower class Negroes into the mainstream of American life. (Author)

160. Hunt, David E., "Adolescence: Cultural Deprivation, Poverty, and the Dropout," Review of Educational Research, Vol. 36, No. 4, October 1966, pp. 463-473.

The culturally deprived adolescent student is generally educationally retarded (Hunt, 1966). This article reviews identification, characteristics, variation, and programs for aiding the culturally deprived student. (TU)

161. Irvine, David J., "Needed for Disadvantaged Youth: An Expanded Concept of Counseling," The School Counselor, Vol. 15, No. 3, January 1968, pp. 176-179.

Conventional counseling approaches and techniques and restricted modes of thinking can prevent the counselor from communicating with the disadvantaged client. The author discusses the necessity of the counselors bridging the gap between the world of poverty and affluence. (TU)

162. Jaffe, A.J., Adams, Walter, and Meyers, Sandra G., "The Sharply Stratified World of the Negro Colleges," College Board Review, No. 66, Winter 1967-68, pp. 20-28.

Only twenty-one Negro colleges are good and only six of these elite, according to quality ratings the authors used in their recent study of 83 of the country's over 100 primarily Negro colleges. Of the rest, 32 are fair ("of lesser academic quality, but with some promise") and 30 are poor ("with little academic quality and little promise of change for the better"). A major finding of the study was that stratification--as measured by family income, parents' education, test scores, and other criteria--is at least as wide among Negro-college students as between Negro and white college students nationally. "The class and academic differences between students attending 'poor' versus 'elite' Negro colleges are... such as to represent almost totally divergent paths in life." Because these institutions enroll over half of all Negroes now in college, and because about 90 percent of their students come from Southern or border-state high schools, the authors' chief concern is the implications of this stratification for the future of Southern Negro higher education. Of every 100 Negroes from Southern high schools entering four-year Negro colleges, only 35 enter those rated elite or good. Of the other 65 in 100 such students, all but a small percentage "were both ill-prepared for college and were entering colleges ill-prepared to help them." Perhaps the most significant study finding is that most of these "less able" students intend to teach--presumably in the still-segregated Southern elementary and secondary school. "We would assume that academically deprived graduates of academically deficient Negro colleges would, as teachers, simply perpetuate the long historical educational deficit of the Southern Negro." (Author)

163. Jenkins, Richard L., "Psychiatric Syndromes in Children and Their Relation to Family Background," American Journal of Orthopsychiatry, Vol. 36, No. 3, April 1966, pp. 450-457.

Computer clustering of 500 child guidance clinic cases on behavioral symptoms reveals five symptomatic groups: shy-seclusive children, over-anxious-neurotic children, hyperactive children, undomesticated children, and socialized delinquents. Each symptomatic group is significantly related to a different and characteristic family background, which makes the particular behavioral reaction more understandable. (Author)

164. Jones, Roy J., Terrell, David L., and DeShields, James I., "Intellectual and Psychomotor Performance of Preschool Children from Low-Income Families," Psychology in the Schools, Vol. 4, No. 3, July 1967, pp. 257-259.

The purposes of this study were--(a) to appraise the level of intellectual and psychomotor functioning of a sample of preschool children from low-income families in the Cardozo School District of Washington, D. C., at the beginning of the pre-school experience, (b) to determine whether changes in intellectual and psychomotor functioning occur in these preschool children after exposure to the preschool program, and (c) to determine whether the changes, if they occur, are significantly different from a comparable group of childrem not exposed to the preschool experience. (Author)

165. Kaplan, Henry K., and Matkom, Anthony J., "Peer Status and Intellectual Functioning of Negro School Children," Psychology in the Schools, Vol. 4, No. 2, April 1967, pp. 181-184.

This study points out that the reading or IQ scores of Negro children may not be a true reflection of their ability. Inasmuch as they are better sociometrically than might be predicted by these scores, it seems that they tend to be perceived as brighter and as having more intellectual and social skills than achievement or tests indicate. (TU)

166. Kendrick, S. A., "The Coming Segregation of Our Selective Colleges," College Board Review, No. 66, Winter 1967-68, pp. 6-13.

All of American higher education will soon become stratified, says the author, roughly along these lines: Selective colleges--including most private and most College Board-member colleges--will enroll white students almost exclusively, while dramatically increasing numbers of Negro and other disadvantaged youths, especially in the South, enter state colleges, junior colleges, and other nonselective institutions. Mr. Kendrick forecasts this chiefly because the most useful tool in selection, next to high school grades, is still the verbal-ability test, and few Negro or other disadvantaged high school students can score as high on these as selective colleges demand. Mr. Kendrick cites data indicating that if all Negro twelfth-graders took the SAT-verbal test, 10 to 15 percent, at most, would score as high as 400, and only 1 or 2 percent would score 500. He further contends that these low scores very probably do not reflect cultural bias in the tests, that they will not be improved by existing school programs, and that "verbal ability is apparently central to almost all kinds of college work as now conducted." Of these few, best Negro students, he continues, "many--perhaps most--are going to attend predominantly Negro colleges, or colleges which are close to home, or colleges which will accept their personal (less 'verbal') friends." Thus even a selective "white" college willing to accept Negro and other disadvantaged students with low SAT scores--and to give them substantial financial aid and remedial work--will find it must offer still other inducements to lure many of them away from the nonselective colleges. To avert this will involve policy decisions regarding what the selective colleges want to be. (Author)

167. Levenstein, Phyllis, and Sunley, Robert, "Stimulation of Verbal Interaction Between Disadvantaged Mothers and Children," American Journal of Orthopsychiatry, Vol. 38, No. 1, January 1968, pp. 116-121.

The verbal IQs of two matched groups of disadvantaged preschoolers were compared before and after the Experimental Group was exposed, for four months, to stimulation of verbal interaction with their mothers through home visits and play material. There was a significant rise in the varbal IQ of the Experimental Group. (Author)

168. Levin, Tom, "The Child Development Group of Mississippi: A Hot Sector of the Quiet Front in the War on Poverty," American Journal of Orthopsychiatry, Vol. 37, No. 1, January 1967, pp. 139-145.

In summary, the experience of the CDGM project suggests we must re-examine our total position vis-a-vis Poverty Program concepts. The children of the poor cannot be redeemed without redeeming the communities they live in. We must re-assess the poor, their talends, their allies, and their motivations. Head Start must be rescued from the "Quiet Front," and education must be recognized as a legitimate and vital area for total community involvement and community action. We must assault the political and professional shibboleths which, while serving narrowed self-interest, perpetuate an intimidated and powerless poor. The war against poverty cannot be fought as though it were directed at some distant and external enemy. An effective war on poverty must be an internal social revolution which will jar all structures of our society, professional as well as governmental. (Author)

169. Levine, Daniel, "Coeducation--A Contributing Factor in Miseducation of the Disadvantaged," Phi Delta Kappan, Vol. 46, No. 3, November 1964, pp. 126-128.

Because of the matriarchal family system prevalent among Negroes, the coeducational classroom creates sex-role identification confusion for the male Negro student. Insecurity becomes more intense and the reaction may take the form of defensiveness or withdrawal. Schools group according to ability, but seem to consider sex a less influential variable. (TU)

170. Levine, Louis, "Implications of the Anti-Poverty Program for Education and Employment," The Vocational Guidance Quarterly, Vol. 14, No. 1, pp. 26-30.

Many suggestions for working with disadvantaged youth are contained in this article. Included are: the importance of intensive counseling involving diagnosis of problems, the paramount need for coordination of educational and vocational services, the necessity of re-assessing the traits, attitudes, and understanding of those working with the disadvantaged and their cooperation and coordination, and the need to involve the larger community in improving the employability of the disadvantaged. (TU)

171. Levitt, Louis, "Rehabilitation of Narcotics Addicts among Lower-Class Teenagers," American Journal of Orthopsychiatry, Vol. 38, No. 1, January 1968, pp. 56-62.

This is a report of a Mobilization For Youth program that used normative group controls as a basis for young narcotics users to abstain from further drug usage and sustain movement towards rehabilitation. Although there was some success in achieving intermediate goals, the project ultimately failed. Analysis of reasons for failure discloses findings important to other narcotics rehabilitation efforts. (Author)

172. Lewis, Florence, "B. C. (Before Compensatory)," Phi Delta Kappan, Vol. 48, No. 7, March 1967, pp. 351-354.

Written in the form of a short story, this article recounts the experiences of an empathic English teacher with a class of "no-goodniks" who had great ability in bedeviling. (TU)

173. McCreary, Eugene, "Pawns or Players?" Phi Delta Kappan, Vol. 49, No. 3, November 1967, pp. 138-142.

An attitude of fatalism can be the result of many factors in disadvantagement. The author discusses the schools' part in this pessimistic attitude, and what can be done to alleviate the conditions conducive to it. (TU)

174. McDermott, John F., Harrison, Saul I., Schrager, Jules, and Wilson, Paul, "Social Class and Mental Illness in Children: Observations of Blue-Collar Families," American Journal of Orthopsychiatry, Vol. 35, No. 3, April 1965, pp. 500-508.

Data are presented from the psychiatric evaluations of 263 children of "blue-collar" families divided into two groups according to the father's occupational status, "skilled" or "unskilled." These data are analyzed and compared with special reference to the clinical and social questions which are raised as the result of the differences between the two groups. (Author)

175. Meany, George, "Schools--and Dignity--for All," Phi Delta Kappan, Vol. 47, No. 9, May 1966, pp. 498-499.

Counselors seem much better prepared to assist the college bound than the vocationally directed student. A system of education is needed which will provide the job-bound with the same maximum opportunity for self-development offered those who will continue academic pursuits. (TU)

176. Minuchin, Salvador, and Montalvo, Braulio, "Techniques for Working with Disorganized Low Socio-economic Families," American Journal of Orthopsychiatry, Vol. 37, No. 5, October 1967, pp. 880-887.

Working with disorganized families of the low socio-economic population requires adaptations of family therapy techniques which take the specific characteristics of thos families into account. This paper discusses changing family subgroupings and shifting observational sets to help family members learn to experience their feelings more clearly and to see how they can change their ways of behaving. (Author)

177. Normand, William C., Fensterheim, Herbert, and Schrenzel, Susan, "A Systematic Approach to Brief Therapy for Patients From a Low Socio-economic Community," Community Mental Health Journal, Vol. 3, No. 4, Winter 1967.

Immediate, brief therapy in walk-in clinics is emerging as a major treatment modality for socio-economically deprived patients. A variety of techniques may be used, such as verbal psychotherapy, medication, and environmental modification. It is often difficult to select the appropriate method for the particular case. A model is presented that helps to systematize the evaluation procedure. A psychiatrist-social worker joint initial interview leads to a dynamic formulation and to an action formulation, which focuses the data on one of four "levels": situational variables, ego functions, emotional conflicts, or character. The level chosen determines the intervention tactics. (Author)

178. Olsen, James, "Challenge of the Poor to the Schools," Phi Delta Kappan, Vol. 47, No. 2, October 1965, pp. 79-83.

In addition to the cumulative disadvantage the deprived child brings to the school, his entire orientation to life is so different from that of the school staff that he does not understand them nor do they understand him. His strengths are not often academically directed. For school to have real meaning for him, his curriculum needs direction toward a working-class life. (TU)

179. Otto, Wayne, "Inhibitory Potential Related to the Reading Achievement of Negro Children," Psychology in the Schools, Vol. 3, No. 2, April 1966, pp. 161-163.

The author indicates that the findings of his study support the hypothesis that acquiring skill in reading is hindered by the tendency to quickly generate reactive inhibition. More study is needed on the relationships of reactive inhibition to motivation level, general anxiety, IQ, and other variables involved in school achievement. (TU)

180. Parker, Franklin, "Salvaging School Failures: The Job Corps Acts," Phi Delta Kappan, Vol. 49, No. 7, March 1968, pp. 362-368.

This article contains information regarding the background of the Job Corps, the average Corps enrollee, program components, achievements, and problems. (TU)

181. Pasamanick, Benjamin, "Some Misconceptions Concerning Differences in the Racial Prevalence of Mental Disease," American Journal of Orthopsychiatry, Vol. 33, No. 1, January 1963, pp. 72-86.

Reported racial differences in occurrence of mental disorder have been attributed to inferiority, too rapid acculturation, or the striving for equality. Data from Baltimore studies indicate that Negroes do not have higher rates for psychoses, psychoneuroses, or psychophysiological disorders, but do for mental deficiency. These findings have implications for epidemiology and prevention. (Journal)

182. Pavenstedt, Eleanor, "A Comparison of the Child-Rearing Environment of Upper-Lower and Very Low-Lower Class Families," American Journal of Orthopsychiatry, Vol. 35, No. 1, January 1965, pp. 89-98.

Normal personality development, even without intellectual stimulation, permits children from stable upper-lower class homes to adjust and learn in first grade. In contrast, retardation and deviation in personality development found in children of disorganized "multi-problem" families, interfere seriously with learning. Enrichment programs are alerted to the broad range of preparedness in lower-class children. (Journal)

183. Pearson, Richard, "Can Colleges Reclaim the Non-student? Maybe--with Hard Cash," College Board Review, No. 66, Winter 1967-68, pp. 14-19.

Despite our progress in removing barriers to universal higher education, says the author, we have not made substantial gains in reaching non-students aged 18 to 22 from the low-income or poverty population. This article gives several "straightforward economic reasons why many non-students are not now part of the American higher education system." What is needed to overcome this barrier, Mr. Pearson says, is not student loans or jobs, but hard-cash scholarships. One reason we have not removed this cash barrier for non-students, he continues, is the acute cash problem our colleges themselves face. They still depend, as they have "since at least 1950," upon fees from students and their parents for at least 25 percent of their over-all expenses. Another is that "despite all the rhetoric (and some action) in the war on poverty, government figures show there still are, as there were in 1959, 5.6 million non-white children under age 18 in the poverty population. And, finally, the scanty data now existent on how much scholarship money is available indicates that it is barely keeping pace with the needs of students now in college, and that it is totally inadequate for the requirements of the non-students in the age group 18-22. If educators are serious about making higher education available to all, he concludes, they must realize that the problem facing non-students in the poverty population is not one of credit, student loans, and employment, but of hard cash. To reach these students will require "literally some billions of dollars yearly." (Author)

184. Peck, Harris B., M.D., Kaplan, Seymour R., M.D., and Roman, Melvin, Ph.D., "Prevention, Treatment, and Social Action: A Strategy of Intervention in a Disadvantaged Urban Area," American Journal of Orthopsychiatry, Vol. 36, No. 1, January 1966, pp. 57-69.

An effective community mental health program for urban disadvantaged areas requires techniques derived from social action, as well as the more traditional services. The use of small-group approaches and the staffing of neighborhood store-front centers with nonprofessionals are examples of innovative programs designed to bring about substantial changes in the community's mental health status. (Journal)

185. Peterson, Ronald A., "Rehabilitation of the Culturally Different: A Model of the Individual in Cultural Change," The Personnel and Guidance Journal, Vol. 45, No. 10, June 1967, pp. 1001-1007.

The services and facilities of rehabilitation agencies tend to be structured to the needs of the larger American culture. It is important, however, to reconsider our social service programs in view of the needs of different cultural groups, when providing services that will aid these individuals to move across cultural boundaries. An attempt is made in this paper to develop a model of the individual who undergoes such cultural transition. Such a model should help define problems in service programs, assess the value of current service activities and identify areas for developing new services that will aid the over-all process of cultural transition. A model of behavior development is outlined, followed by a formulation of a model of the individual in cultural change. (Journal)

186. Polansky, Norman A., Ph.D., and Brown, Sara Q., M.S., "Verbal Accessibility and Fusion Fantasy in a Mountain County," American Journal of Orthopsychiatry, Vol. 37, No. 4, July 1967, pp. 651-660.

It has frequently been reported that mountaineers are reticent about discussing feelings with outsiders, and this has been regarded as a basic difficulty in offering them a "talking" type of treatment. No systematic study to verify this had been done; a theory of the processes involved in verbal accessibility was needed. This report presents such a theory and its application in a study. (Journal)

187. Polier, Justine Wise, "The War vs. Poverty, The Role of Law and Mental Health," American Journal of Orthopsychiatry, Vol. 36, No. 5, October 1966, pp. 786-794.

Law and mental health are both in their infancy concerning services to the poor. Both are imposed by traditions that have prevented them from reaching out to provide anything but limited, meaningful service to the poor. Neither is prepared to suddenly assume the broad and deep responsibilities to the poor that have become part of the new ideal for American society. (Journal)

188. Price, Kingsley, "The Problem of the Culturally Deprived," The Record, Vol. 69, No. 2, November 1967, pp. 123-132.

Cultural deprivation, defined as the result of infringement on the right to the culture of humanity, has been caused by social conditions. Schools must assure culturally deprived students the rudiments of enlightened belief and common sense, humanistic skills, and human values. They must also provide curricula that will equip the deprived to enjoy the culture of humanity and an environment in which they may exercise their right to that culture. (TU)

189. Rae-Grant, Quentin A. F., M.D., Gladwin, Thomas, Ph.D., and Bower, Eli M., Ed.D., "Mental Health, Social Competence and the War on Poverty," American Journal of Orthopsychiatry, Vol. 36, No. 4, July 1966, pp. 652-654.

Mental health has emphasized reduction of intrapsychic conflict. Intervention strategies are shifting toward cognitive training for social competence, a trend which traces back to the New Deal and early psychoanalysts. Mental health must re-examine its own strategies if it is to retain leadership within the helping professions. (Journal)

190. Reichler, Robert J., M.D., Babigian, Haroutun M., M.D., and Gardner, Elmer A., M.D., "The Mental Health Team: A Model for a Combined Community Approach to the Problems of the Poor," American Journal of Orthopsychiatry, Vol. 36, No. 3, April 1966, pp. 434-443.

This paper describes an attempt to provide psychiatric and social care in an integrated fashion to multiproblem families. Six social agencies and psychiatrists from the University of Rochester are engaged in a three-year demonstration project. The authors suggest that a radical reorganization of the psychosocial services is required if the needs of the poor are to be met. (Journal)

191. Riccio, Anthony C., "Occupational Aspirations of Migrant Adolescents from the Appalachian South," The Vocational Guidance Quarterly, Vol. 14, No. 1, Autumn 1965, pp. 26-30.

Migrant adolescents from the Appalachian South, whose parents migrated to a lower-middle class suburb of a large city, were studied. The purpose was to determine if the adolescents differed significantly from non-Appalachians in the same suburb with respect to occupational aspirations, role models, and/or cultural conformity. An important result of the study was a recognition of the injustice of stereotyping the Appalachian lower-middle class youth on any of the criteria indicated. (TU)

192. Rosenberg, Leon A., Ph.D., and Trader, Harriet P., D.S.W., "Treatment of the Deprived Child in a Community Mental Health Clinic," American Journal of Orthopsychiatry, Vol. 37, No. 1, January 1967, pp. 87-92.

Deprived children whose parents do not have access to a treatment effort are often considered a poor therapeutic risk. Consequently, psychotherapy is typically not offered to them. This paper presents examples of successful therapeutic ventures and suggests hypotheses for the success of individual psychotherapy in such cases. (Journal)

193. Ryan, Doris A., and Gaier, Eugene L., "Student Socio-Economic Status and Counselor Contact in Junior High School," The Personnel and Guidance Journal, Vol. 46, No. 5, January 1968, pp. 466-475.

Cumulative records over three years for 196 junior high school sophomores were analyzed to assess the effect of the student's socio-economic status on the frequency with which he was referred to the counselor and the problem areas discussed. Frequency of counselor contact was not significantly associated with student socio-economic status. Where the counselors initiated the interviews, they apparently did so only in keeping with administrative policies. When parents or, less frequently, the students themselves initiated the interviews, socio-economic status appeared to play a crucial and singular role. (Journal)

194. Schlossberg, Nancy K., "Disadvantaged Youth: A Current Challenge to Student Personnel Workers," The Journal of College Student Personnel, Vol. 6, No. 6, November 1965, pp. 331-334.

The opportunity exists for personnel workers to become essential to the educational scene. No other campus group is so specifically charged with knowing and helping the individual student and the entire student body. Personnel workers should become action researchers, which entails looking at individual and campus problems, defining them, hypothesizing about the causes, creating action programs, and testing them. Concern for the economically disadvantaged requires personnel workers to become more knowledgeable about the economic and political facts and forces of the community. Personnel workers must effectively call on all of the community's resources to aid students. The Community Action Section of the Economic Opportunities Act of 1964 emphasizes the need for concerted effort to solve some of the basic social problems of the day, and for guidance personnel to utilize their skills and points of view by working in the community, rather than limiting themselves in educational institutions. There is urgent need for the personnel worker to keep up with the changing needs of the world and higher education. (Author/TU)

195. Schneiderman, Leonard, Ph.D., "Social Class, Diagnosis and Treatment," American Journal of Orthopsychiatry, Vol. 35, No. 1, January 1965, pp. 99-105.

There is evidence that our nation's health and welfare enterprise is culture-bound, that it is directed by a middle-class-oriented technology which severely limits its availability and utility to impoverished individuals.

and families in need of professional services. (Journal)

196. Schuebel, Milton, "Learning and the Socially Deprived," The Personnel and Guidance Journal, Vol. 43, No. 7, March 1965, pp. 646-653.

Socially deprived children's capacity for learning was studied through analysis of data about--1) their readiness for formal learning, 2) the classroom conditions they encounter, and 3) the theory of intelligence most widely implemented in the schools. These children are seen in historical context, as the most recent of a long line of the disadvantaged, all of whom show markedly similar scholastic performance. These theories are examined: (a) pre-school disabilities (physical, psychological, educational); (b) the disadvantaged circumstances of formal schooling; and (c) the handicapping theory of fixed intelligence. The origins of such theories are analyzed and explained in terms of Mannheim's concept of ideological thought, and some interactive theories of intelligence (Piaget, Hunt, Leontiev) are considered. Conclusions are drawn concerning the possibilities for universal high-level education, given the appropriate social motivation; implications for education and research are suggested. (Journal)

197. Schwebel, Andrew I., "Effects of Impulsivity on Performance of Verbal Tasks in Middle-and Lower-Class Children," American Journal of Orthopsychiatry, Vol. 36, No. 1, January 1966, pp. 13-21.

Verbal performance of 30 middle-and lower-class males (ages 9-12 years) was compared on four standard tasks. Analysis of the data indicated class difference in language usage is attributed both to language-speech competence and to impulsivity-reflection in responses. (Journal)

198. Scott, Ralph, "First to Ninth Grade IQ Changes of Northern Negro Students," Psychology in the Schools, Vol. 3, No. 2, April 1966, pp. 159-160.

Results of this study indicate that the Northern environment is no longer superior. Increase in the mean Negro IQ and length of residence in the North are not necessarily correlated. (TU)

199. Sigel, Irving E., Ph.D., and Perry, Cereta, "Psycholinguistic Diversity Among 'Culturally Deprived' Children," American Journal of Orthopsychiatry, Vol. 38, No. 1, January 1968, pp. 122-126.

Although this paper contends that the "culturally deprived" is not a homogeneous group, analyses of the scores of 25 Negro children given the Illinois Test of Psycholinguistics reveal sufficient variability to cast doubt on the utility of the concept. Implications for education are discussed. (Journal)

200. Smith, Donald Hugh, "The White Counselor in the Negro Slum School," The School Counselor, Vol. 14, No. 5, May 1967, pp. 268-272.

The author discusses some of the areas in which white counselors perform most ineffectively in Negro slum schools. Although he does not exonerate all Negro counselors from the biases and demeaning actions he ascribes to white counselors, "it is the white counselor who is most intimidating to Negro youth and who is most often farther removed sociologically and economically from his counselees." (TU)

201. Smith, Paul M., Jr., "Problems of Rural and Urban Southern Negro Children," The Personnel and Guidance Journal, Vol. 39, No. 7, March 1961, pp. 599-600.

Guidance personnel most be aware of the problems of young people in various environments. This study investigates differences between problems of rural and urban Negro adolescents living in the South. (TU)

202. Smith, Paul M., Jr., "Some Implications for Freshman Orientation Activities with Negro College Students," The Journal of College Student Personnel, Vol. 5, No. 3, March 1964, pp. 176-179.

This report was organized for the purpose of identifying some academic and personal-social adjustment problems confronting minority-member students in freshman orientation group experiences. The results of the Adjustment Inventory and the Scholastic Aptitude Test suggest the relative commonness of troubles among such students, even when divided according to homogeneous levels of aptitude and achievement. Freshman orientation programs for these students must be more than a mere getting acquainted exercise with teachers, fellow students, and the library. It must serve as an experience which will help develop the skills and knowledge needed for college success by attempting to broaden interests and encourage the establishment of convictions of worthiness and optimism. These group activities should be conducted so that students will not become obsessed with their weaknesses, but will become aware enough of them to operate effectively in an atmosphere of wholesome living and learning. (Author)

203. Solnit, Albert J., M.D., "The Psychiatric Council Applied Psychiatry in an Anti-Poverty Program," American Journal of Orthopsychiatry, Vol. 37, No. 3, April 1967, pp. 495-506.

The Psychiatric Council of the Elm Haven Concerted Services Program represents the planned collaboration of a group of psychiatrists, with health, educational, and welfare resources organized for the tenants of New Haven's largest low-cost housing project. The work of this Council is described and evaluated. (Journal)

204. Stark, Matthew, "Human Relations as a Student Personnel Service," The Journal of College Student Personnel, Vol. 7, No. 5, September 1966, pp. 275-278.

This article discusses the establishment of a new staff position in the office of the Dean of Students at the University of Minnesota. The professional student personnel worker is to serve as the coordinator of the human relations program, the purpose of which is to overcome prejudice and discrimination and to develop "positive human relations, attitudes, knowledge, and practices as goals of the extracurricular activities programs." (TU)

205. Stennett, R.G., Ph.D., "Emotional Handicap in the Elementary Years: Phase or Disease?," American Journal of Orthopsychiatry, Vol. 36, No. 3, April 1966, pp. 444-449.

Four brief studies are presented to illustrate--1) the prevalence of emotionally handicapped children in the elementary schools, 2) the reliability of the available processes for identifying such children, and 3) the increasingly poor academic achievement that characterizes them as they move through the elementary grades. "Emotionally handicapped" is not a "phrase" but a "disease" requiring deliberate professional intervention. (Journal)

206. Stevic, Richard, and Uhlig, George, "Occupational Aspirations of Selected Appalachian Youth," The Personnel and Guidance Journal, Vol. 45, No. 5, January 1967, pp. 435-439.

This study examines the concepts that Appalachian youth have concerning their probable life work. After comparing and contrasting these students with a group of native and Appalachian migrant students in an Ohio city, the following were noted--a) Appalachian youth who stay in the geographic area have a significantly lower aspirational level than do those students who are native to urban areas, b) the Appalachian youth have different personal role models and characteristics for success than those students who have migrated from the Appalachian area, c) one of the major problems in raising the occupational aspirations of Appalachian students appears to be a lack of information and opportunity, rather than lack of ability. (Journal)

207. Thomas, Alexander, M. D., "Pseudo-transference Reactions Due to Cultural Stereotyping," American Journal of Orthopsychiatry, Vol. 32, No. 5, October 1962, pp. 901-910.

A therapist's culturally determined, derogatory, stereotyped attitudes toward a patient based on his sex, race, religion, or socio-economic status may create disturbed, negative patient reactions which may be incorrectly interpreted as neurotic transference phenomena. Significant distortions of the diagnostic and therapeutic process can occur whenboth therapist and patient are unaware of the nature of such pseudo-transference reactions. (Journal)

208. Trueblood, Dennis L., "The College Student Personnel Worker and Responsibility for Equal Educational Opportunity for All Youth," The Journal of College Student Personnel, Vol. 5, No. 1, October 1963, pp. 20-27.

"The college student personnel staff has a responsibility to be concerned about the education of disadvantaged youth regardless of the origin-race, religion, ethnic, social class-of the disadvantaged background." To become most proficient in working with them, it is suggested that the staff: (1) be knowledgeable about racial, religious, ethnic, and social class differences as they affect educational opportunity; (2) expect to deal with issues and problems arising from intergroup differences; (3) be trained in skills and techniques of dealing with attitude change; (4) improve skills in diagnosing educational and personal-social skill deficiencies and in advising and/or conducting remedial efforts; (5) accept some educational responsibility regarding student attitudes and values about intergroup differences which are recognized as professional and personal concern. (TU)

209. Vontress, Clemont E., "Counseling Negro Adolescents," The School Counselor, Vol. 15, No. 2, November 1067, pp. 86-91.

It is important that the counselor communicate to the Negro counselee that, despite the racial difference, he can understand his circumstances, problems, and struggles to meet his emotional and material needs. Because the total school environment determines the degree of the counselor's success with Negro students, it is vitally important that the entire school staff concur on promoting acceptance of these students. (TU)

210. Vosk, Jeannette S., "Study of Negro Children with Learning Difficulties at the Outset of Their School Careers," American Journal of Orthopsychiatry, Vol. 36, No. 1, January 1966, pp. 32-40.

This in-depth study reveals that "slow-learners" come to school with particular vulnerability to failure. Fearful and discouraged, these children are unable to surmount the difficulties that the average child must surmount in the learning situation. Before they can learn tool subjects, they must be helped to a sense of their own worth and constructive capabilities, through appropriate and meaningful school activities. (Journal)

211. Walker, Walter L., M. S. S., and Mitchell, Lonnie E., Ph. D., "Group Decision-Making in an Apprenticeship Program for Youth," American Journal of Orthopsychiatry, Vol. 37, No. 1, 1967, pp. 101-106.

The use of group process and decision-making, as a means of preparing disadvantaged youth for aide positions in the human services, is described. Incidents in one group's life are described to demonstrate the kinds of techniques that were used to help the youths develop their "coping skills." (Journal)

212. Welter, Paul R., "Case Study: Summer Counseling with Disadvantaged Junior High School Students," The Personnel and Guidance Journal, Vol. 46, No. 9, May 1968, pp. 884-887.

Six secondary-school counselors worked as a summer counseling team with disadvantaged junior high school students. Most of the students who received counseling were making a transition from a familiar to an unfamiliar school situation, i. e., they were entering or leaving junior high school. Counseling sessions were conducted in homes as well as in the schools. Extensive use was made of staff sessions and referral agencies. The services of the counseling team were favorably accepted by students and parents, and were evaluated by the counselors and principals as worthwhile. Some problems and recommendations are described. (Journal)

213. Whiteley, John M., "Intellectual Assessment with the Culturally Deprived: Implications for the School Counselor," The School Counselor, Vol. 15, No. 2, November 1967, pp. 97-102.

Modifying tests for the psychological assessment of culturally deprived children does not solve the problems encountered in effective testing of this group of students. Tests have been eliminated by some schools in favor of observational guides that provide for organizing and reporting the clues used by teachers in judging a student's development. (TU)

214. Wolfbein, Seymour L., "The Role of Counseling and Training in the War on Unemployment and Poverty," The Vocational Guidance Quarterly, Vol. 13, No. 1, Autumn 1964, pp. 50-52.

To combat unemployment and poverty, a five-point program is necessary for counselors: (1) more counseling at the elementary level to identify more effectively potential dropouts; (2) vocational education programs responsive to the dropout; (3) elimination of descrimination in education and training; (4) programs of training and retraining to assist the worker in making the six career changes the average worker will be required to make; and (5) improvement in the quality of education and training for those going directly from school to work. (TU)

215. Wolff, Max, and Stein, Annie, "Head Start Six Months Later," Phi Delta Kappan, Vol. 48, No. 7, March 1967, pp. 349-350.

Head Start programs in Negro, Puerto Rican, and mixed schools were surveyed in an attempt to determine the advantages accruing to those children who participated. Caldwell Pre-school Inventory test results were used to check the independent teachers' rankings of child readiness for first-grade work. (TU)

216. Wortis, Helen, Cutler, Rhoda, Rue, Rose, and Freedman, A. M., "Development of Lower-Class Premature Children Born In and Out of Wedlock," Social Worker, Vol. 9, No. 4, October 1964, pp. 42-49.

A disproportionate number of premature children are born out of wedlock to lower-class mothers. The authors reported on a study of the development and environment of 340 premature Negro children. (TU)

217. Young, Biloine, "A New Approach to Head Start," Phi Delta Kappan, Vol. 49, No. 7, March 1968, pp. 386-389.

The Bereiter-Engelmann approach to the education of pre-school, culturally deprived children maintains that there is basic verbal information which a child must have to succeed in school He can learn this through language drills and seat work, games, and songs that concentrate on combining and recombining nouns and verbs to express a wide variety of meanings. (TU)

218. Zweibilson, Irving, Lodato, Francis J., and Wightwick, Beatrice, "Guiding Parents and Motivating Students in Low-Rent Neighborhoods," The School Counselor, Vol. 12, No. 4, May 1965, pp. 228-230.

There is little research to guide professionals in helping students from poor environments to utilize their ability and make appropriate future plans. This study focuses on establishing better communication and understanding between the school and the parents of these students. (TU)

DISSERTATION ABSTRACTS

219. "Social Class Awareness, Self-Identification, Preference, and Perception of Adult Preferences in Lower Class Children," Mary Margeret Allen, Ph. D., New York University, 1963.

This was an exploratory study of social class and its effects on lower class children. Its major purpose was to describe social class awareness, self-identification , preferences, and perceptions of adult preferences in children from 3 to 12 years of age. Findings indicate that: 1) social class awareness was manifested by lower class children at all of the age levels covered, increasing as the children's age increased, and showing most significant increase in the age group first entering school; 2) social class self-identification was manifested by lower class children at all of the age levels covered, tending to decrease as age increased; 3) social class preference was manifested by lower class children for those figures representing middle-upper class appearance variables, this preference tending to increase with age; and 4) lower class children tended to perceive the social class preferences of authorities in the home environment as being different from the social class preferences of authorities in the school and community environments. It was concluded that the findings tend to support the theory that rejecting experiences provided in the middle-class school help to reinforce the lack of self-respect in lower class children, as reflected in their social class perceptions. (TU)

220. "The Implementation and Evaluation of a Higher Education Preparation Program for Culturally Disadvantaged High School Students," John Frank Blast, Ed. D., Syracuse University, 1967.

A seven-week, total life enrichment program was followed up throughout the regular school year to determine its effect on the motivation and education of culturally disadvantaged high school students. Those students who, at the beginning of the program, had better perceived social adjustment improved significantly as a result of the program. It was not as effective for those students whose perceived social adjustment was lower. The entire group improved in study habits, reading rate, and comprehansion; the music program benefitted 42 of the 46. The Mooney Problem Check List indicated a significant reduction in the number of problem areas at the close of the program. (TU)

221. "Sub-Cultural Group Memberships and Attitudes of Head Start Teachers," Robert Price Boger, Ph. D., University of Texas, 1966.

Results of this study indicate that: 1) Negro-American and Mexican-American teachers are more acceptant of the children and optimistic for positive personal and over-all project results than Anglo-American teachers; 2) Negro-American teachers are more authoritarian and less democratic toward pupil behavior than Mexican-American teachers, who were more authoritatian in their attitude with regard to child behavior than Anglo-American teachers; 3) Negro-American teachers appeared more restrictive and traditional in their approach to child behavior than did Anglo-American teachers, while Mexican-American teacher attitudes fell between the other two sub-cultural groups. (TU)

222. "Motivational Components of Achievement in Culturally Disadvantaged Negro Children," Virginia Fay Lewis Carpenter, Ph. D., Washington University, 1967.

This study sought to discover if achievement motivation and expectancy for internal-external control of reinforcement, previously found to predict achievement behavior of white middle socio-economic class individuals, would be similarly related to achievement in culturally disadvantaged Negro children, or if, as some investigators have suggested, knowledge of motives unique to the culturally disadvantaged must be attained in order to predict and understand their achievement. (TU)

223. "A Study of Selected Cognitive and Affective Variables Functioning in Two Sub-Groups of Low Economic Class 5th and 6th Grade Pupils in a Non-Metropolitan Area," Albert Burton Crosswalt, Jr., Ph. D., Southern Illinois University, 1966.

Significant differences were found between children from economically sufficient families (income above $4,000 per year) and those from economically depressed families (below $4,000 per year or ANE recipients), in the following areas: language and non-language IQ and total IQ, vocabulary achievement, school-related attitudes, self-concept, sociometric status, and teacher preference-for-student. (TU)

224. "The Effects of Activity Group Counseling on Selected Behavior Characteristics of Culturally Disadvantaged Negro Boys," Sherman Ross Day, Ed. D., University of Georgia, 1967.

The purpose of the study was to examine the effects of 15 sessions of activity group counseling on intellectual competence, emotional behavior, classroom behavior, and sociometric status of culturally disadvantaged Negro boys who were referred for counseling as being behavior problems in the classroom. The basic premise of the study was that activity group counseling methods would alleviate the problems of the culturally disadvantaged adolescent. Data analysis reveals that favorable differences in social behavior and classroom behavior were observed in the counseled groups. (TU)

225. "A Study to Identify Distinguishing Characteristics of Teachers Who Work Successfully with Culturally Deprived Children," John Jerome Diabal, Jr., Ed. D., University of Kansas, 1966.

Analysis of the data indicates that teachers who like working with culturally deprived children score significantly higher than teachers who dislike working with culturally deprived children on the following 13 variables: dominance, capacity for status, sociability, social presence, self-acceptance, sense of well-being, tolerance, good impressions, achievement via conformance, achievement via independence, intellectual efficiency, psychological-mindedness, and flexibility. (TU)

226. "The Effects of Short-Term Group Counseling on Selected Characteristics of Culturally Deprived Ninth Grade Students," Jackie Albert Duncan, Ed. D., University of Georgia, 1965.

The purpose of this study was to determine the effects of short-term group counseling on the change in self-concept, the types of reported problems, the number of reported problems, and the level of academic achievement with a randomly selected group of culturally deprived ninth-grade students in a school in a small rural-urban community in northern Georgia. The conclusion was that short-term group counseling provided an opportunity for culturally deprived ninth-grade boys to acknowledge, explore, and subsequently deal with problems they had in the area of home and family, as well as with the total number of problems they reported on the Mooney Problem Check List. (TU)

227. "An Investigation of Social Class As a Variable in Multiple Counseling," Ross Eugene Eastering, Ed. D., State University of New York at Buffalo, 1964.

The purpose of this study was to explore the relationship between social class and student expectations of the quality of the counseling relationship, and possible changed perceptions of the relationship as a result of participation in multiple counseling. The general hypothesis was that social class is a variable differentiating student expectations of the quality of the counseling relationship. It is rooted in the concept that early socialization experiences are crucial in determining later social behavior, and that family position in the stratification system will, in part, determine the nature of these early socialization experiences. Though results tended to be in the hypothesized direction, results were not significant. (TU)

228. "A Conceptual Paradigm of the Culturally Disadvantaged: An Inquiry into Interrelationships and Consequences with Implications for Education," Gordon Edmond Frazier, Ph. D., Southern Illinois University, 1965.

The population was selected through records of the Juvenile Court, the County Police, and the Department of Public Welfare. Fifteen factors were found to be gereral to the group: (1) limited family income, (2) low-value and low-standard housing, (3) high density of population per dwelling, (4) dependency of family on public services (welfare, health, child service, public housing), (5) absence of a parent, (6) changes in parents, (7) chronic diseases in family-physical or mental, (8) record of adult or juvenile delinquency in the family, (9) limited educational background of parents, (10) limited school achievement on the part of older siblings, (11) frequent changes of residences, (12) little use or availability of playgrounds and recreational facilities, (13) residences in segregated areas with respect to race and socio-economic class, (14) behavior problems in the home, school, and society, and (15) limited opportunities for travel and/or visiting. (TU)

229. "Project Opportunity in Nelson County, Virginia: The Program and the Students, January 1966 to January 1967," Norman David Haar, Ed. D., University of Virginia, 1967.

Project Opportunity is a 15-year program whose major aim is to provide educational experiences and opportunities which will encourage disadvantaged students to seek an advanced education. Chapter II is of particular relevance for the student personnel worker inasmuch as it discusses counseling, testing, and cultural activities. (TU)

230. "The Effect of Certain Subcultural Background Factors on the Prediction of Grades at the University of Michigan," Roy Eldon Hallday, Ed. D., Michigan State University, 1966.

With the increased use of test scores in college admissions practice, there has been criticism of the "fairness" to minority groups and the culturally disadvantaged. This study investigated a facet of this concern--the relative effect of either small school-rural educational background or large school-urban background on the ability to predict academic performance in college. (TU)

231. "Aspirations and Social Class in Pockets of Poverty A Study of Educational Obsolescence," George Henderson, Ph. D., Wayne State University, 1965.

The major purpose of this study was to survey 200 Negro youths between 13 and 18 years of age, living in an area designated as a poverty area, to determine how they report their formal education experiences as these relate to their maintaining high or low levels of educational and occupational aspirations. According to the study, results indicate the following: (1) high motivated lower-class and middle-class students are likely to maintain high levels of aspiration after early successes;(2) high motivated middle-class students are likely to question early failures; (3) high motivated lower-class students are likely to lower their levels of aspiration after early failures;(4) low motivated lower-class and middle-class students are likely to maintain low levels of aspiration after early failures; (5) low motivated middle-class students are likely to raise their levels of aspiration after early successes; and (6) low motivated lower-class students are likely to question early successes. Several low-achieving, lower-class students felt that they were not participants in the classroom dialogue, but felt like strangers visiting school. (TU)

232. "Socio-Economic Level and the Role Identification of Adjusted and Non-Adjusted School Children," Vera Simplins Henrequez, Ph. D., New York University, 1962.

This study determined whether socio-economic class is related to the school adjustment of elementary school boys through its impact on their role identification. The study's importance was related to the need for better understanding of the influence of sub-culture patterns, especially as they affect personality development and social adjustment. The conclusion was that working class children in our middle class society experience role conflict. When they give up the values of their original reference groups that clash with the values favored by our society, they adjust behaviorally to middle-class expectations. When they retain opposing values, they give evidence of greater role conflict, and are apt to be behaviorally non-adjusted. (TU)

233. "Selected Culturally Deprived Students' Views of their Public Secondary School Experience," Herbert A. Hoover, Ph. D., Southern Illinois University, 1966.

The primary purpose of this study was to describe how certain culturally deprived students viewed their secondary school experience. It presents basic implications for teachers and administrators. Other questions investigated include: (1) Did the students and their teachers agree as to what were the major problems encountered by pupils in the public secondary schools involved in this research? (2) What was the extent of pupil-teacher relationship? (3) How much agreement existed between pupils and teachers as to how schools can improve the articulation programs? (4) To what extent did the opinions of students confirm the findings of related research? (TU)

234. "A Study of the Motivation of Students Who Completed the Junior Year High School and Who Are Members of Socially, Economically and Culturally Deprived Areas," Manuell J. Ihrig, Ed. D., University of New Mexico, 1967.

The study determined if Project Upward Bound accomplished its goal of motivating high school students from low income groups to post-high school educational pursuits during the 1966-67 academic year at the University of Albuquerque. Results were positive, as indicated by teachers and counselors in nine-month follow-up studies, as well as by students themselves. Changes in personal goals, achievement of goals, and the ability to think and act independently have been observed. (TU)

235. "The Relationship Between Two Aspects of Socio-Economic Disadvantage and the School Success of 8th Grade Negro Students in a Detroit Junior High School," Bernard David Jaffe, Ed. D., Wayne State University, 1965.

Evaluation of this study lead to the following conclusions: (1) socio-economically disadvantaged children do not progress academically as well as non-disadvantaged counterparts; (2) socio-economically disadvantaged children are educable, but their ways of learning differ from those of children from middle-class families; (3) school programs and teaching methods must be examined and adjusted to meet the needs of disadvantaged children; (4) socio-economically disadvantaged children need intensive help in the area of motivation and the achievement of status. (TU)

236. "Socio-Economic Class Differences in the Pre-school Socialization Practices of Negro Mothers," Constance Kazuko Kamir, Ph. D., University of Michigan, 1965.

"Are the lower-class values at much variance with those of the middle class as to account for the relative inability of members of the lower class to behave in conformity with middle-class standards, or are the lower-class values fundamentally similar to those of the middle class, but the socialization practices are such that lower-class mothers hinder the internalization of these values?" The conclusion reached in this study is that the relative inability of members of the lower class to behave in conformity with middle-class standards appears to emanate more from differences in socialization practices than from differences in child-rearing goals. (TU)

237. "Teacher-Pupil Relationship as Related to the Self-Concept, Need Achievement, and Internal Locus of Control of Lower-Class Children," Gerald Milton Knowles, Ed. D., University of Illinois, 1966.

Results of this study indicate that: (1) lower-class children have a more negative self-concept, lower internal locus of control, weaker need achievement, and are less perceptive of having a therapeutic relationship with their teacher than middle and upper-class children; and (2) a partial and positive functional relationship exists between, (a) the lower-class child's self-concept and his perception of being respected, accepted, encouraged, treated, and understood by his teacher, (b) his self-concept and his feeling of personal determination in control over his environment, (c) his self-concept and his need to be successful in competition with standards of excellence, and (d) his feeling of personal determination in control over his environment and his need to be successful in competition with standards of excellence. (TU)

238. "The Socially Disadvantaged Child: Teacher Correlates," Emma Lou Linn, Ph. D., University of Texas, 1966.

This study indicates that performance changes of children enrolled in Project Head Start are related to teacher behavior and background, and that teacher behavior is related to teacher background. (TU)

239. "Relationships Between Self-Concept and Specific Variables in a Low-Income Culturally Different Population," Elizabeth Alice Logan McDaniel, Ph. D., University of Texas, 1967.

Analysis of the data reveals that the self-concept of the low-income, culturally different child in the elementary school setting is "positive," whether the child is Anglo-, Latin-, Negro-American, male or female, from a large family or from a small family, an oldest child or non-oldest child, in grade 1, 2, 3, 4, 5, or 6. The only significant difference obtained was that between races, with Anglos having a self-concept significantly different from Latin Americans, but not significantly different from Negroes. This significance was at the .01 level, only in the fifth grade. (TU)

240. "A Comparative Evaluation of Selected Characteristics of Economically Disadvantaged and Economically Advantaged Kindergarten Children," Joan Eliza Mayer, Ph. D., University of Maryland, 1967.

The purpose of this study was to compare economically disadvantaged kindergarten children with advantaged children to ascertain whether or not there are differences in terms of selected factors of language, intellectual ability, sensory perception, creativity, conservation ability, and preference for reward. (TU)

241. "Self-Concept, Family Structure and School Achievement: A Study of Disadvantaged Negro Boys," Edna O. Meyers, Ed. D., Columbia University, 1966.

Positive and significant relationships were found between positive self-concept and (1) school achievement, (2) positive attitudes toward the Negro, (3) acceptance of ethnic identity, and (4) positive attitudes towards whites. Evidence was adduced to support the contention that disadvantaged Negro boys would function well in school if at least one parent, or some adult *in loco parentis* assumed executive guidance and control over the household. (TU)

242. "An Investigation of the Relation of Maternal Restrictiveness and Social Class Position as Related to Fantasy, Delay Tolerance and Time Orientation in Children," Louis Edward Reichert, Ph. D., New York University, 1965.

This study shows that restrictiveness is unrelated to fantasy, delay tolerance, or waiting ability in children. No relation appeared to exist between class position and fantasy disposition or temporal organization in children. Social class differences did exist in delay ability. Children of higher social class position and with highly restrictive parents appeared better able to tolerate delay than lower-class children. (TU)

243. "The Relationship of Identified Teacher Concerns and Personality Characteristics and Attitudes of Teachers of Disadvantaged Children," Maryanne Reid, Ed. D., Texas Technological College, 1967.

This study identifies the concerns of teachers of disadvantaged children, and examines the relationship of these concerns to the personality characteristics and attitudes of the teachers, as measured by selected instruments. Recommendations for further study involved commonality and differences of concerns of factors in varied geographic areas, the nature of parent-teachers relationship in schools with programs for the disadvantaged, the effectiveness of special training programs for teachers, attitudes of disadvantaged children toward school, the relationship between teacher concerns and the academic achievement of children, and ways to assist teachers in working with the disadvantaged. (TU)

244. "Education and Poverty," Thomas I. Ribich, Ph. D., Princeton University, 1967.

This dissertation attempts to determine, theoretically and empirically, the appropriate role for education in a campaign to alleviate poverty, and tries to assess the efficiency of education versus other anti-poverty approaches. Emphasis is on the benefits of education other than direct income gains. The existence of hard-to-measure benefits and the fact that non-education approaches to poverty may give rise to intengible benefits, leaves the issue of how much education is appropriate on very subjective and judgmental grounds. (TU)

245. "A Study of the Personality Dimensions of Disadvantaged Youth as Reflected by the Children's Personality Questionnaire," Howard Stuart Rosenblatt, Ph. D., University of Southern Mississippi

This study sought to determine what differences, if any, were reflected through the use of the Children's Personality Questionnaire (CPQ) when comparing the personality dimensions of disadvantaged youth with the general population of youth used by Cattell and Porter in establishing norms, and comparing each of the 14 CPQ personality dimensions within the disadvantaged group relative to age and sex. Participants at all ages were significantly low on the CPQ intelligence dimensions when compared to general population norms. Nine-year-old boys were high on Factor S (perseverance, conscientiousness, emotional maturity, and responsibility). Eleven-year-old girls were more serious, tender-minded, and sensitive than CPQ norms for this age level. (TU)

246. "The Adjustment and Progress of College Students from Disadvantaged Homes," Bernice Schneider Scott, Ed. D., Columbia University, 1967.

The purposes of this study were: (1) to investigate the adjustment and progress of college students from disadvantaged homes, and (2) to determine the implications of the findings for secondary school guidance programs. Findings suggest that high school counselors should intensify their efforts in two directions: (1) strengthening academic preparation of these students, and (2) promoting the kind of social and psychological adjustment which will serve these students when they reach college. (TU)

247. "Effect of the Mount Vernon, New York Project Able for Selected Junior High School Students Upon Academic Achievement, School Attendance and Self-Concept," Angelo F. Torrisi, Ph. D., Fordham University, 1967.

This study used four experimental and four control groups of 13 students each. Those in the Project Able Program, on an over-all basis, performed more effectively than those in the control group at the termination of the experiment. This was particularly true in reading, mathematics, social studies, and science. The boys in the Project demonstrated a significantly greater self-concept of general ability than the boys in the control groups. (TU)

248. "The Leftouts: Disadvantaged Children in Heterogeneous Schools," Sandra Ardah Warden, Ph. D., Michigan State University, 1966.

The analysis in this study is developed within a larger social-psychological framework from which is derived the assumption that academic and social difficulties are interrelated, and that difficulties in either or both of these dimensions are related to emotional maladjustment for the Leftout. Interrelated causes suggested include: (1) relative lack of language facility, (2) relative deprivation in early interpersonal affiliations, (3) relative status deprivation among teachers and age mates, (4) relative disadvantage in knowledge and/or acceptance of the values typical to the "middle-class core cultures" of the heterogeneous school, and (5) relatively low levels of self-esteem. (TU)

249. "An Exploratory Study of Communication Patterns of Lower-Class Negro and Puerto Rican Mothers and Pre-School Children," Julius Weissman, Ed. D., Columbia University, 1966.

Findings of the study indicate that Puerto Rican mother-child pairs are much more active in the home than in the school setting. The Negro group appears to be more passive in the home than in the school setting. The Puerto Rican mother and child were twice as active as the Negro group in verbal and non-verbal forms of communication that encouraged exploratory behavior and learning. These forms of communication included verbal praise, smiles, touch contacts, and related areas. Negroes were more active in verbal admonitions, critical comments, and in directing and coercing verbal and non-verbal communication. (TU)

250. "Relationships Between Teacher Opinions of Disadvantaged Children and Measures of Selected Characteristics of These Children," Janina Wirpsa Wirth, Ed. D., University of Florida, 1966.

The data in this study were analyzed to determine the correlations which exist between teachers' opinions and children's self-reports in respect to (1) related personality characteristics, (2) creative thinking potential, and (3) social acceptance among peers in the class. Despite cultural and language barriers, there was evidence that teachers of disadvantaged children are able to communicate their feelings to children, to assess social relationships, and to identify creativity. (TU)

251. "The Coping Responses of Nursery School Children: A Social Class, Developmental Comparison," Jean Raier Gilman Zion, Ph. D., Columbia University, 1964.

Social class differences in coping responses were found to be very minimal in this age group. When such group differences did appear (in the style of active coping response and in the greater number of aggression responses in the oldest group of lower-class boys), they reflected social class differences in assumption about resources available in the environment. This divergence in assumptions increased with age and exposure to the total life situation determined by socio-economic realities associated with the child's specific position in the stratification system. (TU)

SUPPLEMENTARY JOURNAL RESUMES

252. Ames, Louise B., and August, Judith, "Comparison of Mosaic Responses of Negro and White Primary-School Children," Journal of Genetic Psychology, Vol. 109, No. 1, 1966, pp. 123-129.

Comparison of the Mosaic responses of Negro and white elementary school children reveals that those of the 5- and 6- year-old Negro are considerably less mature than those of the same age white child. However, the discrepancy in performance decreases at later ages. This is in contrast to the Rorschach responses which, in the Negro from age 5-10, are less adequate than those of the white child, and become increasingly less adequate with increased age. (Author)

253. Archibald, Helen A., "Notes on the Culture of the Urban Negro Child," Religious Education, Vol. 62, No. 4, 1967, pp. 123-126.

Features characteristic of the culture of the economically poor urban Negro child, such as violence, apathy, emphasis upon the present, and pervasive sense of guilt, must be understood in their origins and effects before an academic orientation in these children can develop. The culture of the urban Negro child "is typically far more religious than that of the culture at large," the dramatic vision of life which his history and faith have nurtured in him, still shape the popular arts and daily living of Negroes. (TU)

254. Aronson, H., and Overall, Betty, "Treatment Expectations of Patients in Two Social Classes," Social Work, Vol. 11, No. 1, 1966, pp. 35-42.

Thirty-nine lower-class applicants from one psychiatric clinic and forty middle-class applicants from a second clinic were administered an oral questionnaire to measure "expectations of the forth-coming (initial) interview.... It was found that, while both groups expected the therapist to focus on psychological interests, the middle class expected less emphasis on physical matters. The lower class more often expected the therapist to be supportive, direct, and active...." (EB)

255. Baker, John Q., and Wagner, Nathaniel W., "Social Class and Treatment in a Child Psychiatry Clinic," Archives of General Psychiatry, Vol. 14, No. 2, 1966, pp. 129-133.

The present study related socio-economic status to acceptance for treatment, waiting list time, therapist assignment, number of treatments, and judgment of improvement. In general, there was no significant evidence for the existence of a social class bias except in the assignment of a therapist. (Journal)

256. Besgelson, Alan, "An Intercompassion of Self, Man and Woman Drawings Made by Culturally Depressed Negro Children," Child Study Center Bulletin, Vol. 3, No. 1, 1967, pp. 16-18.

To determine whether deprived Negro children draw more complete self drawings than man or woman drawings, such drawings were obtained from 21 male and 23 female 4.6-5.6 year-old Negro children who were eligible for compensatory education programs. "The data showed that the girls demonstrated a significant difference between more complete men drawings than... self drawings. The boys drew a significantly greater number of more complete woman drawings than... self drawings. No significant differences were present between the girls' women drawing... and their self drawing score, and the boys' men drawing... and their self drawing scores." Further investigation seems warranted. (TU)

257. Broom, Leonard, and Glenn, Norval, D., "Negro-White Differences in Reported Attitudes and Behavior," Sociology and Social Research, Vol. 50, No. 2, 1966, pp. 187-200.

An analysis of responses to 32 questions asked on national public opinion surveys from 1950-1961 indicates important Negro-white differences in attitudes that cannot be explained by education and region of residence. In general, Negro-white differences are smaller than the differences between Southern and non-Southern whites and between low-education and high-education whites. By age, Negro-white response differentiation is uneven, and this suggests that Negro-white cultural differences have not diminished much. (Journal)

258. Brown, Saul L., "Psychiatric Consultation for Project Head Start," Community Mental Health Journal, Vol. 2, No. 4, 1966, pp. 301-306.

Discussed here is the need of psychiatric services for Project Head Start to be adapted to the character of the population to be dealt with. The required knowledge and skills are described in relation to the psychopathology of the pre-school-age child, the subtleties of family pathology, and the socio-economic factors involved. It is noted that the standard model of psychotherapy will, in most instances, not be feasible. Maximum use of nursery school teachers as therapeutic agents is urged. With appropriate and continuing consultation, they should emerge as pivotal educative figures for the whole family. (TU)

259. Bruckman, Idel R., "The Relationship Between Achievement Motivation and Sex, Age, Social Class, School Stream and Intelligence," British Journal of Social and Clinical Psychology, Vol. 5, No. 3, 1966. pp. 211-220.

Factors associated with achievement motivation (n=Ach) were investigated in a sample of 383 children, aged 9-11. McClelland's system of scoring imaginative stories in response to stimulus pictures was used. Boys and girls were found to be equally achievement oriented. Younger children manifested significantly less n=Ach than older children. Significant positive correlations were found between n=Ach and both social class membership and school stream assignment; however, these associations were influenced by the interaction with intelligence, which proved to be the dominant variable. With the effects of IQ removed by an analysis of covariance technique, social class and stream differences became insignificant. The suggestion is made that previous n=Ach findings based on studies in which IQ was not controlled might be re-evaluated. (Journal)

260. Datton, Lois E., "Draw-A-Personality Test as a Measure of Intelligence in Pre-School Children from Very Low-Income Families," Journal of Counseling Psychology, Vol. 31, No. 6, 1967, pp. 626-630.

Ethnic group and sex did not affect either the IQ equivalent scores or the congruent validities of the figure-drawing test in a representative sample of 956 children enrolled in full-year Head Start programs. Higher correlations were obtained for performance (Caldwell-Soule Pre-school Inventory) than for verbal (PPVT) measures and for older (4-7 years) than for younger children. The obtained coefficients (.3-.5) compare favorably with those previously reported for kindergarten and first grade children from less impoverished families. Both PPVT and Draw-a-Person mean IQ equivalents indicated, however, substantially lower performance for Head Start than for normative groups. (TU)

261. Dugan, Robert D., "The Industrial Psychologist Selection and Equal Employment Opportunity (a Symposium): IV. Current Problems in Test Performance of Job Applicants: II," Personnel Psychology, Vol. 19, No. 1, 1966, pp. 19-24.

Two situations are described where Northern employers attempted to recruit and hire graduates from Southern, predominantly Negro colleges. In comparisons on a battery of five tests, Negro applicants exhibited greater differences from white applicants on vocabulary and reading tests than they did on abstract reasoning and spatial tests. Negro students from the urban South did better than those from the rural South. Occasions have been reported in which the Negro students did better on the job than their test scores would predict, particularly when special training programs were provided. (AT)

262. Estvan, Frank J., "The Relationship of Nursery School Children's Social Perception to Sex, Race, Social Status, and Age," Journal of Genetic Psychology, Vol. 107, No. 2, 1965, pp. 295-308.

Social perception was defined in terms of recognition, spatial setting, temporal setting, attitude, life space, and valuing. The sample included 78, 3- and 4- year-old metropolitan children representing Caucasian, Negro, and social status differentials. Data collected through an individual, projective-type interview based on 14 Life-Situation Pictures depicting contrasting social situations: urban-rural, social status, and child-adult activities. Findings revealed relationships of each variable to various components of social perception. (Author)

263. Gibby, Robert G., and Gabler, Robert, "The Self-Concept of Negro and White Children," Journal of Clinical Psychology, Vol. 23, No. 2, 1962, pp. 144-148.

Fifty-six Negro and fifty-nine white sixth grade students were administered the California Test of Mental Maturity and the Gibby Intelligence Rating Schedule (IRS). In the IRS, each student made judgments on how intelligent he believed himself to be, how intelligent his mother, father, teachers, and friends believed him to be, and how intelligent he would like to be. The results support the hypotheses that Negro and white children differ significantly in self-concept as measured by self-ratings of intelligence, with Negro children achieving significantly greater discrepancies between their actual IQ scores and their ratings on the self-scale than white children. A number of other findings are noted and discussed in relation to social class theory. Magnitude and direction of the difference between Negro and white students seemed to be dependent on the sex and IQ level of the children. (TU)

264. Goldstein, Kenneth M., and Chorost, Sherwood B., "Pre-School and Background Factors in the School Adjustment of Culturally Disadvantaged Children," Proceedings of the 74th Annual Convention of the American Psychological Association, 1966, pp. 275-276.

Seventeen low socio-economic status children were divided into first-, second-, and third-grade, no pre-school, kindergarten, and nursery school experience groups. On the basis of intelligence, achievement, report card grades, and teacher ratings of behavior, the major differences found among groups was that children with no pre-schooling performed more poorly than did the other two groups in both reading and arithmetic. It thus appears that either kindergarten or nursery pre-school experience enhances the school performance of low socio-economic status children. In addition, a number of background variables were found to relate to school adjustment. (TU)

265. Gordon, Edmund W., "Characteristics of Socially Disadvantaged Children," Review of Educational Research, Vol. 35, No. 5, 1965, pp. 377-388.

Information on this topic is based primarily on data on children from homes of middle-class white United States nationals. Causation is not determined by establishing correlation between certain conditions and poor school adjustment. The major problem is to contribute more research in the direction of this causation and to suggest corollary remedial techniques. (PL)

266. Gottleib, David, "Goal Aspirations and Goal Fulfillments: Differences Between Deprived and Affluent American Adolescents," American Journal of Orthopsychiatry, Vol. 34, No. 5, 1964, pp. 934-941.

From data collected among Negro and white students, it was observed that socio-economic status, race, and certain dependent variables were related. Lower class background meant a lower level of parental education, higher incidence of family disorganization and residential mobility, and a greater number of peers. Occupational and educational aspirations, which related significantly to perceptions of teachers and goal orientation, also depended on race and socio-economic status. (TU)

267. Gray, Susan W., and Klaus, Rupert A., "An Experimental Pre-School Program for Culturally Deprived Children," Child Development, Vol. 36, No. 4, 1965, pp. 887-898.

This is an interim report of an attempt to offset the progressive retardation commonly observed in the schooling of young culturally deprived children. Development of attitudes and aptitudes conducive to school achievement was attempted through intensive summer work with the children and weekly at home during the rest of the year. Continued tests of intelligence and language indicate that just prior to school entrance the experimental groups showed significant gains (less than .01) while both a local and non-local control group showed losses. (TU)

268. Gregor, A. James, and McPherson, D. Angus, "Racial Attitudes Among White and Negro Children in a Deep-South Standard Metropolitan Area," Journal of Social Psychology, Vol. 68, No. 1, 1966, pp. 95-106.

A variation of the Clark Doll Test was administered to a test population of white and Negro children between the ages of 5 and 7 in a deep-South standard metropolitan area. There were 83 white students and 92 Negro students. Both groups gave evidence of being in-group oriented, with the white sample giving evidence of more emphatic in-group preferences in over 79 percent of their responses. The Negro students showed in-group preferences in approximately 50 percent or more of their responses. Ninety-five percent of the Negro students idenfitied with their own group. The Negro group gave evidence of a more viable self-system than any other Negro group previously tested in a biracial or peripheral Southern environment. (Author)

269. Gurin, Patricia, and Epps, Edgar, "Some Characteristics of Students From Poverty Backgrounds Attending Predominantly Negro Colleges in the Deep South," Social Forces, Vol. 45, No. 1, 1966, pp. 27-40.

The motivations and environmental influences of 3112 Deep South Negro students who, despite severe obstacles, were attending predominantly Negro colleges in that area were examined. The students ranged from a severe poverty level to a comfortable income level. The data indicated that regardless of the intactness of the home, the lower the family income the greater is the influence of non-family figures, especially the high school teacher, in the decision to go to college. While the severe poverty and the comfortable groups differ in income, family structure, etc., they are strikingly similar in their motivations and in the values they attach to educational goals, but do differ, however, in their expectancies of reaching their goals. The data suggest that factors such as family structure and early socialization, which are usually considered crucial, are not necessarily so. (Journal)

270. Hall, Marjorie, and Keith, Robert A., "Sex-Role Preference Among Children of Upper and Lower Social Class," Journal of Social Psychology, Vol. 62, No. 1. 1964, pp. 101-110.

Eighty-eight children, half from upper and half from lower socio-economic class, were compared as to sex-role preference, using the IT scale for children. Boys of lower social class showed more clearly masculine sex-role preference than boys of upper class. There was no significant difference between the two classes of girls. Boys of both classes evidenced more distinctly appropriate sex-role preference than did girls, who displayed diffuseness of role preference, i.e., greater dispersion along the masculinity-femininity scale. (TU)

271. Harford, Thomas, and Cutter, Henry S., "Cooperation Among Negro and White Boys and Girls, Psychological Reports, Vol. 18, No. 3, 1966, p. 818.

Ethnic and sex differences in cooperation in a two-person game was examined. Fifty lower-class Negro boys and girls and fifty middle-class white boys and girls participated. Negro goys were significantly less cooperative than Negro girls. White girls and boys were intermediate between the Negro boys and girls but not significantly different from each other. (Journal)

272. Irelan, Lola M., "Low-Income Life Styles," Washington D. C.: U.S. Government Printing Office, Vol. 7, 1966, p. 86.

Includes: low-income outlook on life, economic deprivation and family patterns, training, and health and consumer practices of the poor. (Journal)

273. Jones, Roy, Terrel, David L., and DeShields, Jones I., "Intellectual and Psychomotor Performance of Pre-School Children from Low-Income Families," Psychology in the Schools, Vol. 4, No. 3, 1967, pp. 257-259.

No significant gain in IQ was found between children who did and did not attend pre-school centers founded by antipoverty program money. (TU)

274. Karp, Joan M., and Sigel, Irving, "Psychoeducational Appraisal of Disadvantaged Children," Review of Educational Research, Vol. 35, No. 5, 1965, pp. 401-412.

Meaningful evaluation and appraisal are basic to the execution of our core programs for the disadvantaged. The profiles, behavioral descriptions, and sociocultural characteristics that have emerged from the literature by no means yield a composite picture of the scope of educational behavior of the disadvantaged child. The more recent investigations concerning cognitive styles, emphasis on "learning potential," and study of differential abilities in young children add considerable dimension to our understanding and knowledge of these children. These new developments are of extreme importance because they stress the appraisal of the disadvantaged child within the totality of his cultural and educational experiences. (PL)

275. Kofsky, Ellin, "The Effect of Verbal Training on Concept Identification in Disadvantaged Children," Psychonomic Sciences, Vol. 7, No. 14, 1967, pp. 365-366.

Training disadvantaged children in labelling and discriminating component stimulus attributes resulted in greater attention to these attributes in inductive concept attainment, but in no greater success in solving concept tasks. (TU)

276. Meyerowitz, Joseph H., "Maternal Involvement and Educational Retardation," Journal of Marriage and the Family, Vol. 28, No. 1, 1966, pp. 89-91.

The extent of mother-child involvement reported by mothers of educationally retarded six-year olds (placed in regular and special classes) and matched normals are compared to each other and with those given by mothers with severely retarded children. The validity and reliability of the approach are considered. An etiological hypothesis is suggested. (Journal)

277. Milgram, Norman A., and Ozer, Mark N., "Peabody Picture Vocabulary Test Schools of Pre-School Children," Psychological Reports, Vol. 20, No. 3, Pt. 1, 1967, pp. 779-784.

Two groups of pre-school Negro children of poor parents were administered the PPVT, Stanford-Binet, and other linguistic and perceptual-motor measures. Since the PPVT score was consistantly lower than the Stanford-Binet, it is concluded that this test may be more susceptable to environmental impoverishment than the Stanford-Binet. Substandard performance on the PPVT is discussed in terms of--(1) a cumulative deficiency in storage and/or retrieval of verbal terms, and (2) an inefficiency in sustaining the correct mental set required in the multiple-choice format of the PPVT. (TU)

278. Miller, Harry L., and Smiley, Marjorie B., "Education in the Metropolis," New York, New York: Free Press, Vol. 8, 1967, p. 295.

A collection of papers with literary, sociological, economic, and psychological orientations that present a comprehensive viewpoint of urban education and the problems of disadvantaged youth. (TU)

279. Morland, J. Kenneth, "A Comparison of Race Awareness in Northern and Southern Children," American Journal of Orthopsychiatry, Vol. 36, No. 1, 1966, pp. 22-31.

A comparison of Northern and Southern Negro and white pre-school children on race awareness showed racial and regional variations. In both regions, Negro students preferred and identified with the other race, white students with their own race. Such preference and identification were accentuated in Southern students. These results indicate adjustment problems as racial integration proceeds. (Journal)

280. Olivier, K., and Barday, A., "Stanford-Binet and Goodenough-Harris Test Performance of Head Start Children," Psychological Reports, Vol. 20, No. 3, Pt. 2, 1967, pp. 1175-1179.

The characteristics of revised Stanford-Binet (SB) and Goodenough-Harris (GH) protocols for 188 culturally disadvantaged children were investigated. These children scored in the low normal level of intelligence. Girls were superior to boys, and whites were superior to Negroes. Further, a race and sex analysis indicate white females showed functional superiority relative to Negro male and female children while there were no differences between white male children and Negro male or female children. Also, the SB and the GH did not correlate highly, suggesting that different skills are required by the two tests. An item analysis of the SB suggested that for this population most of the items are correctly placed for age. (TU)

281. Ramalingaswami, Prabia, "The Use of Block Design Test Among Illiterate Low-Economic Group of People," Journal of Psychology, Vol. 40, No. 4, 1965, pp. 153-160.

As a follow-up in an attempt to adapt and standardize the WAIS on a Hindu-speaking population in India, three subtests were administered to a sample of 60 illiterate, low-income students. Results with the Similarities test approximated Wechsler norms. Performance on the Object Assembly test was somewhat inferior to those norms. However, on the Block Design test, 15 scored zero, with a group average of about 2, markedly below Wechsler norms. These results confirm other findings on the relative performance of literate and illiterate Indian students on performance tests of intelligence. The very poor performance of the students on the Block Design subtest may be due to lack of education and general backwardness; thus, the test may be unsuitable as a measure of intelligence with such deprived students. (JC)

282. Renninger, Cheryl A., and Williams, E., "Black-White Color Connotations and Racial Awareness in Pre-School Children," Perceptual Motor Skills, Vol. 22, No. 3, 1966, pp. 771-785,

Racial groups are often designated by color names, with Negroes as "black" and Caucasians as "white." Previous research with adults has shown that the color name black has negative ("bad") evaluative connotation and white, positive ("good") connotation. This study, designed to measure the degree of awareness of black-white evaluative connotation in Caucasian children, demonstrated that the black-white color-meaning concept is developing during the pre-school years - the period during which racial awareness was also shown to be developing. Possible origins of the black-white evaluative concept in young children, and the possible role of the concept in the formation of racial attitudes of Caucasian children toward Negroes are discussed. (Journal)

283. Rosenberg, Leon A., and Stroud, Michael, "Limitations of Brief Intelligence Testing with Young Children," Psychological Reports, Vol. 19, No. 3, Pt. 1, 1966, pp. 721-722.

The PPVT and the Columbia Mental Maturity Scale overestimated seriously the prevalence of retardation in 28 poverty-area, kindergarten-age children. Statistically significant differences were found between the mean IQ scores on those two tests and Stanford-Binet IQs. Less severe differences were obtained for 29 students enrolled in a poverty-area first grade. (TU)

284. Schwartz, Sheila, "Failure Strategies and Teachers of the Disadvantaged," Teachers College Record, Vol. 68, No. 5, 1967, pp. 380-393.

"Teachers who cannot get ego gratification from student accomplishment learn to get it from student failure, and therefore resort to strategies designed to perpetuate failures." (HM)

285. Suchman, Edward A., "Medical Deprivation," American Journal of Orthopsychiatry, Vol. 36, No. 4, 1966, pp. 665-672.

The "old" war on indigency is contrasted with the "new" war on poverty as these relate to medical care. Medical deprivation is found to constitute an inherent aspect of social deprivation reinforced by cultural, social, psychological, economic, and medical conditions which create a situation in which lower income groups are plainly at a disadvantage. (Journal)

286. Swift, D. F., "Social Class and Achievement Motivation," Educational Research, Vol. 8, No. 2, 1966, pp. 83-95.

This review of research presents a perspective on the relationship between family environment and the need for educational achievement. It is suggested that research on the development of educational potential has tended to oversimplify the subtle relationship between the developing personality and its environment. Emphasis upon sociocultural analysis rather than descriptive and naive correlational studies is encouraged. (RB)

287. Veroort, C. E., "Social Determinants of Learning in Primary Education," Gawein, Vol. 14, No. 5-6, 1966, pp. 292-305.

Recent findings indicate that children from the middle classes have about a 40:1 better chance of success in the secondary school than those from the laboring classes. Longitudinal research studies indicate than, with the level of intelligence held constant, the gap between school performances of working and middle-class children widens with school progress. The indicated causal factors of the inadequate progress of the former class are the attitudes of the parents toward education, the differential quality of the language spoken in the homes, and the culture conflict between the two social groups. (AT)

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(75) The General Curriculum, A Proposal for the Development of a Program for the Educationally Disadvantaged
(102) Developmental Career Guidance in Action, The First Year
(105) Evaluation Issues in Programs for Disadvantaged Children, The Use of Non-Test Procedures
(114) Suggested Techniques in Guidance and Counseling with Indian Youth and Adults
(170) Implications of the Anti-Poverty Program for Education and Employment
(209) Counseling Negro Adolescents
(212) Case Study: Summer Counseling with Disadvantaged Junior High School Students
(214) The Role of Counseling and Training in the War on Unemployment and Poverty
(227) An Investigation of Social Class As a Variable in Multiple Counseling

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(43) Problems Associated with Developing a Realistic Employment Counseling Program
(52) Summary and Recommendations for Strengthening Counseling Services for Disadvantaged Youth
(72) The Effectiveness of Full Time and Coordinated Guidance Services in the High School. Project Able, Fourth Annual Report
(78) Out-of-School Clinical and Guidance Centers for Disadvantaged Pupils in Non-Public Schools
(101) The Function of the Gary Counselor
(116) Job Adjustment Problems of Delinquent Minority Group Youth
(213) Intellectual Assessment with the Culturally Deprived: Implications for the School Counselor

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(2) Action For Employment, A Demonstration Neighborhood Manpower Project, Final Report
(34) Who Am I? Who Cares? The Challenge of Culturally Alienated Youth
(60) Counselor Institute and Followup Workshops, Final Report
(86) A Developmental Program for Vocational Counselors Directed Toward Serving Disadvantaged Youth More Effectively
(96) Manpower Legislation of the Sixties, A Threat and a Promise
(98) A Training Program for Vocational Counselors, Final Report

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(88) A Description of Delinquent, and/or Disadvantaged Sub-Culture
(98) A Training Program for Vocational Counselors, Final Report
(122) Counseling the Disadvantaged Child
(139) Careers in 'Little Business' for Negro-Americans: Caveat Venditor
(150) Attitudes of Counselors and Disadvantaged Students Toward School Guidance
(161) Needed for Disadvantaged Youth: An Expanded Concept of Counseling
(170) Implications of the Anti-Poverty Program for Education and Employment
(175) Schools--and Dignity--for All
(176) Techniques for Working with Disorganized Low Socio-economic Families
(193) Student Socio-economic Status and Counselor Contact in Junior High School
(200) The White Counselor in the Negro Slum School
(201) Problems of Rural and Urban Southern Negro Children
(209) Counseling Negro Adolescents
(212) Case Study: Summer Counseling with Disadvantaged Junior High School Students
(213) Intellectual Assessment with the Culturally Deprived: Implications for the School Counselor
(214) The Role of Counseling and Training in the War on Unemployment and Poverty

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(10) Participant-Observational Study of the Princeton Summer Studies Program for Environmentally Deprived High School Boys
(81) The Relationship of Creativity to Social Class
(240) A Comparative Evaluation of Selected Characteristics of Economically Disadvantaged and Economically Advantaged Kindergarten Children
(250) Relationships Between Teacher Opinions of Disadvantaged Children and Measures of Selected Characteristics of These Children

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(14) An Exploratory Study of the Development of More Effective Testing Programs For Students in Differing Cultural Backgrounds
(40) Cross-Cultural Approaches to Behavior and Learning
(47) Mental Abilities of Children in Different Social and Cultural Groups
(50) An Analysis of the Cross-Cultural Study of Children's Social Behavior, Final Report
(69) Suggested Techniques in Guidance and Counseling with Indian Youth and Adults
(91) The Adjustment of Indian and Non-Indian Children in the Public Schools of New Mexico, Sections 1 and 2
(100) Problems in Counseling Navajo Rehabilitation Clients
(124) Instructional Planning in Early Compensatory Education
(185) Rehabilitation of the Culturally Different: A Model of the Individual in Cultural Change
(239) Relationships Between Self-Concept and Specific Variables in a Low-Income Culturally Different Population

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(32) An Inter-Disciplinary Approach to Improving the Development of Culturally Disadvantaged Children
(58) Breaking the Barriers of Cultural Disadvantage and Curriculum Imbalance

(113) What We Have Learned from Current Programs and Research About Disadvantaged Pre-School and Elementary School Children
(160) Adolescence: Cultural Deprivation, Poverty, and the Dropout

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(38) Some Behavioral Correlates of Organizational Climates and Cultures
(253) Notes on the Culture of the Urban Negro Child

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(1) Action for Boston Community Development, Inc., and Brandeis University Demonstration College Campus Program, Summer, 1964
(3) A Selected Bibliography on Socio-Culturally Disadvantaged Children and Youth and Related Topics
(5) Research Problems of Education and Cultural Deprivation
(6) Compensatory Education for Cultural Deprivation
(8) A Study of Factors Involved in the Identification and Encouragement of Unusual Academic Talent Among Underprivileged Populations. Final Report
(13) Education for Disadvantaged
(16) A Study of the Effects of Self-Directive Dramatization on the Progress in Reading Achievement and Self-Concept of Culturally Disadvantaged Elementary School Children
(21) Society, the School and the Culturally Deprived Student
(24) A Guide to Current Resources for Anti-Poverty Programs, A Selected Bibliography
(25) Proposal to Study the Process of Redevelopment in Several Groups of Deprived Early Adolescents in Both Residential and Non-Residential Settings
(29) Preliminary Evaluation of Nursery School Experience on the Later School Adjustment of Culturally Disadvantaged Children
(34) Who Am I? Who Cares? The Challenge of Culturally Alienated Youth
(35) The Bridge Project Followup Study
(40) Cross-Cultural Approaches to Behavior and Learning
(42) Indicators of Developmental Change in Lower Class Children
(62) Israel and the Education of the Culturally Deprived
(64) Programs Designed to Improve Educational Services to Culturally Deprived
(71) Programs for the Education of the Disadvantaged, U. S. Office of Education
(74) Seminar on the Role of the Arts in Meeting the Social and Educational Needs of the Disadvantaged
(76) REACH (Raising Educational Aspirations of the Culturally Handicapped)
(77) Education of the Deprived and Segregated, Seminar on Education for Culturally Different Youth
(79) Peer Acceptance-Rejection and Personality Development
(82) Suggested Guidelines for Providing for the Maximum Education of Children of All Races and Creeds in the Schools of Michigan
(88) A Description of Delinquent, and/or Disadvantaged Sub-Culture
(100) Problems in Counseling Navajo Rehabilitation Clients
(118) Cultural Deprivation - A Few Questions
(122) Counseling the Disadvantaged Child
(133) An Institute For Teachers of Disadvantaged Youth
(142) A Frontal Attack on Cultural Deprivation
(143) Significant Content of Group Counseling Sessions with Culturally Deprived Ninth Grade Students
(153) Compensatory Education--Some Answers for a Skeptic

(160) Adolescence: Cultural Deprivation, Poverty, and the Dropout
(188) The Problem of the Culturally Deprived
(192) Treatment of the Deprived Child in a Community Mental Health Clinic
(199) Psycholinguistic Diversity Among 'Culturally Deprived' Children
(200) The White Counselor in the Negro Slum School
(213) Intellectual Assessment with the Culturally Deprived: Implications for the School Counselor
(217) A New Approach to Head Start
(220) The Implementation and Evaluation of a High Education Preparation Program for Culturally Disadvantaged High School Students
(222) Motivational Components of Achievement in Culturally Disadvantaged Negro Children
(224) The Effects of Activity Group Counseling on Selected Behavior Characteristics of Culturally Disadvantaged Negro Boys
(225) A Study to Identify Distinguishing Characteristics of Teachers Who Work Successfully with Culturally Deprived Children
(226) The Effects of Short-Term Group Counseling on Selected Characteristics of Culturally Deprived Ninth Grade Students
(228) A Conceptual Paradigm of the Culturally Disadvantaged: An Inquiry into Interrelationships and Consequences with Implications for Education
(230) The Effect of Certain Sub-cultural Background Factors on the Prediction of Grades at the University of Michigan
(233) Selected Culturally Deprived Students' Views of Public Secondary School Experience
(234) A Study of the Motivation of Students Who Completed the Junior Year High School and Who Are Members of Socially, Economically and Culturally Deprived Areas
(256) An Intercompassion of Self, Man and Woman Drawings Made by Culturally Depressed Negro Children
(257) Negro-White Differences in Reported Attitudes and Behavior
(264) Pre-School and Background Factors in the School Adjustment of Culturally Disadvantaged Children
(267) An Experimental Pre-School Program for Culturally Deprived Children
(280) Stanford-Binet and Goodenough-Harris Test Performance of Head Start Children

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(21) Society, the School and the Culturally Deprived Student
(35) The Bridge Project Followup Study
(58) Breaking the Barriers of Cultural Disadvantage and Curriculum Imbalance
(66) Providing Opportunities for Disadvantaged Children
(75) The General Curriculum, A Proposal for the Development of a Program for the Educationally Disadvantaged
(106) A Multimedia Approach to Communicating Occupational Information to Non-College Youth. Interim Technical Report
(107) A Curriculum for Dropout-prone Students Delinquency Study and Youth Development Project
(124) Instructional Planning in Early Compensatory Education
(144) The Disadvantaged as a Collective
(179) Inhibitory Potential Related to the Reading Achievement of Negro Children
(188) The Problem of the Culturally Deprived

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(43) Problems Associated with Developing a Realistic Employment Counseling Program for Disadvantaged Urban Youth

(71) Programs for the Education of the Disadvantaged, U. S. Office of Education
(88) A Description of Delinquent, and/or Disadvantaged Sub-Culture
(104) Group Approaches to the Problems of Socially Deprived Youth--The Classical Psychotherapeutic Model
(106) A Multimedia Approach to Communicating Occupational Information to Non-College Youth. Interim Technical Report
(116) Job Adjustment Problems of Delinquent Minority Group Youth
(129) Organizing the Unaffiliated in a Low-Income Area

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(10) Participant-Observational Study of the Princeton Summer Studies Program for Environmentally Deprived High School Boys
(20) Characteristics of Successful School Achievers from a Severely Deprived Environment
(68) Counting the Poor: Another Look at the Poverty Profile
(77) Education of the Deprived and Segregated, Seminar on Education for Culturally Different Youth
(127) Predicting the Academic Achievement of Secondary School Negro Students
(135) Sociopsychiatric Treatment of Disadvantaged Psychotic Adults
(137) Boarding School for the Disadvantaged

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(2) Action For Employment, A Demonstration Neighborhood Manpower Project, Final Report
(4) Evaluation Report--ESEA Program of Compensatory Education
(7) Head Start Teachers' Ethnic Group Membership and Attitude Toward Child Behavior, Some Relationships
(9) Educating the Disadvantaged: Trends and Prospects
(10) Participant-Observational Study of the Princeton Summer Studies Program for Environmentally Deprived High School Boys
(11) Report of Training Program, Workshop for Administrators of Vocational Home Economics Training Programs in Wage-Earning Occupations
(16) A Study of the Effects of Self-Directive Dramatization on the Progress in Reading Achievement and Self-Concept of Culturally Disadvantaged Elementary School Children
(17) Some Implications of Research on Language Development for Pre-School Education
(19) The Effect of Teacher Behavior on Verbal Intelligence in Operation Head Start Children
(23) A Better Chance, an Educational Program Sponsored by Dartmouth College
(26) The Education of Teachers of the Disadvantaged, A Selected Bibliography
(27) Teaching the Disadvantaged--Summer Institute for Professional Training of Teachers, Supervisors and Administrators
(28) Adapting Teacher Style To Pupil Differences--Teachers For Disadvantaged Children
(30) Instructional Programs in Secondary Schools Serving Contrasting Socio-economic Areas in Large Cities
(33) Goal Aspirations and Goal Fulfillments: Differences Between Deprived and Affluent American Adolescents
(36) A National Survey of Vocational Education Programs for Students with Special Needs
(37) Summary of the Proceedings of the Working Conference on Language Development in Disadvantaged Children (1st October 20-22, 1965)
(43) Problems Associated with Developing a Realistic Employment Counseling Program for Disadvantaged Urban Youth
(44) Toward Educational Opportunity for All
(45) Negro Self-Concept: Implications for School and Citizenship

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(46) The Effect of Previous Poverty Experience on Success in Teacher Corps Pre-Service Programs
(48) Stereotypes Regarding Disadvantaged Students
(49) A Sociological Approach to Understanding Disadvantaged Youth
(51) Principles and Programs of Compensatory Education
(52) Summary and Recommendations for Strengthening Counseling Services for Disadvantaged Youth
(54) The Successful Urban Slum Child: A Psychological Study of Personality and Academic Success in Deprived Children, Progress Report and Prospectus
(56) Vocational Core Program
(57) Interim Report: Advisory Committee on Racial Imbalance and Education
(59) A Study in Communication Between High School Teachers of Vocational Agriculture, and Socio-economically Disadvantaged Youth by the Use of Semantic Differential
(60) Counselor Institute and Followup Workshops, Final Report
(61) A Summer Pilot Residential Educational Project for Culturally Deprived Youth
(66) Providing Opportunities for Disadvantaged Children
(67) First-Year Progress Report of a Project in Nursery School Education For Environmentally Deprived Spanish-American Children
(70) Knowing and Educating the Disadvantaged, an Annotated Bibliography
(71) Programs for the Education of the Disadvantaged, U. S. Office of Education
(73) High School Orientation Program--A Four-Phase Program of School Cooperation
(77) Education of the Deprived and Segregated, Seminar on Education for Culturally Different Youth
(78) Out-of-School Clinical and Guidance Centers for Disadvantaged Pupils in Non-Public Schools
(80) Training Resources for Youth, Louisiana
(82) Suggested Guidelines for Providing for the Maximal Education of Children of All Races and Creeds in the Schools of Michigan
(83) Learning Patterns in the Disadvantaged
(86) A Developmental Program for Vocational Counselors Directed Toward Serving Disadvantaged Youth More Effectively
(87) Discovering and Developing the College Potential of Disadvantaged High School Youth, The College Discovery and Development Program. A Report of the First Year of a Longitudinal Study
(88) A Description of Delinquent, and/or Disadvantaged Sub-Culture
(90) Compensatory Practices in Colleges and Universities
(92) Motivating and Educating the Student Living in a Poor Neighborhood, A School-Family Approach
(93) Development of a Social Change Methodology With the Help of a Research Advisory Panel, Interim Report
(96) Manpower Legislation of the Sixties, A Threat and a Promise
(97) An Examination of Data on Iowa School Children to Determine Patterns of Performance and "Downstream Effects" of Early Depressed Scores, Working Paper
(99) A Training Program for Vocational Counselors, Final Report
(101) The Function of the Gary Counselor
(102) Developmental Career Guidance in Action, The First Year
(105) Evaluation Issues in Programs for Disadvantaged Children, The Use of Non-Test Procedures
(106) A Multimedia Approach to Communicating Occupational Information to Non-College Youth. Interim Technical Report
(108) A Curriculum Demonstration Program for Dropout-prone Students--Delinquency Study and Youth Development Project
(110) A Behavioral Approach to Group Treatment of Children
(114) Suggested Techniques in Guidance and Counseling with Indian Youth and Adults

(118) Cultural Deprivation-A Few Questions
(122) Counseling the Disadvantaged Child
(130) Two Years of Head Start
(131) Classroom Guidance in the Disadvantaged School
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(144) The Disadvantaged as a Collective
(145) Taking Advantage of the Disadvantaged
(152) On Educating Disadvantaged Parents to Motivate Children for Learning: A Filial Approach
(161) Needed for Disadvantaged Youth: An Expanded Concept of Counseling
(166) The Coming Segregation of Our Selective Colleges
(170) Implications of the Anti-Poverty Program for Education and Employment
(172) B. C. (Before Compensatory
(173) Pawns or Players?
(176) Techniques for Working with Disorganized Low Socio-economic Families
(178) Challenge of the Poor to the Schools
(179) Inhibitory Potential Related to the Reading Achievement of Negro Children
(192) Treatment of the Deprived Child in a Community Mental Health Clinic
(194) Disadvantaged Youth: A Current Challenge to Student Personnel Workers
(198) First to Ninth Grade IQ Changes of Northern Negro Students
(208) The College Student Personnel Worker and Responsibility for Equal Educational Opportunity for All Youth
(212) Case Study: Summer Counseling with Disadvantaged Junior High School Students
(235) The Relationship Between Two Aspects of Socio-economic Disadvantage and the School Success of 8th Grade Negro Students in a Detroit Junior High School
(241) Self-Concept, Family Structure and School Achievement: A Study of Disadvantaged Negro Boys
(243) The Relationship of Identified Teacher Concerns and Personality Characteristics and Attitudes of Teachers of Disadvantaged Children
(245) A Study of the Personality Dimensions of Disadvantaged Youth as Reflected by the Children's Personality Questionnaire
(246) The Adjustment and Progress of College Students from Disadvantaged Homes
(248) The Leftouts: Disadvantaged Children in Heterogeneous Schools
(250) Relationships Between Teacher Opinions of Disadvantaged Children and Measures of Selected Characteristics of These Children
(274) Psychoeducational Appraisal of Disadvantaged Children
(275) The Effect of Verbal Training on Concept Identification in Disadvantaged Children
(278) Education in the Metropolis
(284) Failure Strategies and Teachers of the Disadvantaged

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(106) A Multimedia Approach to Communicating Occupational Information to Non-College Youth. Interim Technical Report
(108) A Curriculum Demonstration Program for Dropout-prone Students--Delinquency Study and Youth Development Project
(123) Psychotherapy, Dropouts and Lower Socio-economic Patients
(160) Adolescence: Cultural Deprivation, Poverty, and the Dropout
(214) The Role of Counseling and Training in the War on Unemployment and Poverty

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(6) Compensatory Education for Cultural Deprivation
(41) Environmental Stimulation and Intellectual Development of Mexican-American Children--An Exploratory Project
(211) Group Decision-Making in an Apprenticeship Program for Youth
(217) A New Approach to Head Start
(242) An Investigation of the Relation of Maternal Restrictiveness and Social Class Position as Related to Fantasy, Delay Tolerance and Time Orientation in Children
(276) Maternal Involvement and Educational Retardation

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(46) The Effect of Previous Poverty Experience on Success in Teacher Corps Pre-Service Programs
(68) Counting the Poor: Another Look at the Poverty Profile
(70) Knowing and Educating the Disadvantaged, an Annotated Bibliography
(80) Training Resources for Youth, Louisiana
(127) Predicting the Academic Achievement of Secondary School Negro Students
(139) Careers in 'Little Business" for Negro-Americans: Caveat Venditor
(153) Compensatory Education--Some Answers for a Skeptic
(164) Intellectual and Psychomotor Performance of Pre-School Children from Low-Income Families
(177) A Systematic Approach to Brief Therapy for Patients from a Low Socio-economic Community
(178) Challenge of the Poor to the Schools
(186) Verbal Accessibility and Fusion Fantasy in a Mountain Community
(195) Social Class, Diagnosis and Treatment
(223) A Study of Selected Cognitive and Affective Variables Functioning in Two Sub-Groups of Low Economic Class 5th and 6th Grade Pupils in a Non-Metropolitan Area
(228) A Conceptual Paradigm of the Culturally Disadvantaged: An Inquiry into Interrelationships and Consequences with Implications for Education
(234) A Study of the Motivation of Students Who Complete the Junior Year High School and Who Are Members of Socially, Economically and Culturally Deprived Areas
(240) A Comparative Evaluation of Selected Characteristics of Economically Disadvantaged and Economically Advantaged Kindergarten Children
(272) Low-Income Life Styles

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(38) Some Behavioral Correlates of Organizational Climates and Cultures
(53) The Successful Urban Slum Child: A Psychological Study of Personality and Academic Success in Deprived Children
(65) Promising Practices for Expanding Educational Opportunities
(80) Training Resources for Youth. Louisiana
(125) The White Worker and the Negro Client in Psychotherapy

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(23) A Better Chance, an Educational Program Sponsored by Dartmouth College

(65) Promising Practices for Expanding Educational Opportunities
(145) Taking Advantage of the Disadvantaged
(158) Opportunity and Alienation in Public Schools

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(1) Action for Boston Community Development, Inc., and Brandeis University Demonstration College Campus Program, Summer, 1964
(18) California Laws and Policies Relating to Equal Opportunities in Education
(49) A Sociological Approach to Understanding Disadvantaged Youth
(52) Summary and Recommendations for Strengthening Counseling Services for Disadvantaged Youth
(61) A Summer Pilot Residential Educational Project for Culturally Deprived Youth
(64) Programs Designed to Improve Educational Services to Culturally Deprived
(65) Promising Practices for Expanding Educational Opportunities
(66) Providing Opportunities for Disadvantaged Children
(82) Suggested Guidelines for Providing for the Maximum Education of Children of All Races and Creeds in the Schools of Michigan
(95) The Differential Effectiveness of High Schools with Selected Characteristics in Producing Cognitive Growth in Different Kinds of Students
(113) What We Have Learned from Current Programs and Research About Disadvantaged Pre-School and Elementary School Children
(130) Two Years of Head Start
(140) Equalizing Educational Opportunity in Colleges and Universities
(142) A Frontal Attack on Cultural Deprivation
(153) Compensatory Education--Some Answers for a Skeptic
(156) Improving Negro Colleges
(208) The College Student Personnel Worker and Responsibility for Equal Educational Opportunity for All Youth

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(3) A Selected Bibliography on Socio-Culturally Disadvantaged Children and Youth and Related Topics
(5) Research Problems of Education and Cultural Deprivation
(12) Evaluation of Title III-B Migrant Project Office of Economic Opportunity in Collier County, Florida
(75) The General Curriculum, A Proposal for the Development of a Program for the Educationally Disadvantaged
(145) Taking Advantage of the Disadvantaged
(160) Adolescence: Cultural Deprivation, Poverty, and the Dropout
(198) First to Ninth Grade IQ Changes of Northern Negro Students
(281) The Use of Block Design Test Among Illiterate Low-Economic Group of People

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(6) Compensatory Education for Cultural Deprivation
(16) A Study of the Effects of Self-Directive Dramatization on the Progress in Reading Achievement and Self-Concept of Culturally Disadvantaged Elementary School Children
(29) Preliminary Evaluation of Nursery School Experience on the Later School Adjustment of Culturally Disadvantaged Children
(47) Mental Abilities of Children in Different Social and Cultural Groups

(91) The Adjustment of Indian and Non-Indian Children in the Public Schools of New Mexico, Sections 1-2
(136) Peers' Perceptions of Negro and White Occupational Preferences
(205) Emotional Handicap in the Elementary Years: Phase or Disease?
(214) The Role of Counseling and Training in the War on Unemployment and Poverty
(232) Socio-Economic Level and the Role Identification of Adjusted and Non-Adjusted School Children
(240) A Comparative Evaluation of Selected Characteristics of Economically Disadvantaged and Economically Advantaged Kindergarten Children
(252) Comparison of Mosaic Responses of Negro and White Primary-School Children
(283) Limitations of Brief Intelligence Testing with Young Children
(287) Social Determinants of Learning in Primary Education

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(9) Educating the Disadvantaged: Trends and Prospects
(32) An Inter-Disciplinary Approach to Improving the Development of Culturally Disadvantaged Children
(113) What We Have Learned from Current Programs and Research About Disadvantaged Pre-School and Elementary School Children
(145) Taking Advantage of the Disadvantaged
(206) Occupational Aspirations of Selected Appalachian Youth

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(18) California Laws and Policies Relating to Equal Opportunities in Education
(43) Problems Associated with Developing A Realistic Employment Counseling Program
(73) High School Orientation Program--A Four-Phase Program of School Cooperation
(103) The New Role of the Employment Service in Serving the Disadvantaged
(132) Job Satisfaction Factors Among Underprivileged Workers
(154) The Parallel Institutions of the Poverty Act: Evaluating Their Effect on Unemployed Youth and on Existing Institutions
(170) Implications of the Anti-Poverty Program for Education and Employment
(215) Head Start Six Months Later

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(25) Proposal to Study the Process of Redevelopment in Several Groups of Deprived Early Adolescents in Both Residential and Non-Residential Settings
(67) First-Year Progress Report of a Project in Nursery School Education for Environmentally Deprived Spanish-American Children
(182) A Comparison of the Child-Rearing Environment of Upper-Lower and Very Low-Lower Class Families
(220) The Implementation and Evaluation of a High Education Preparation Program for Culturally Disadvantaged High School Students

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(5) Research Problems of Education and Cultural Deprivation
(12) Evaluation of Title III-B Migrant Project Office of Economic Opportunity in Collier County, Florida

(39) Factors Associated With the College Attendance of Youth
(41) Environmental Stimulation and Intellectual Development of Mexican-American Children--An Exploratory Project
(81) The Relationship of Creativity to Social Class
(85) Social Effects of Education on Children of Suburban Blue Collar Workers
(137) Boarding School for the Disadvantaged
(163) Psychiatric Syndromes in Children and Their Relation to Family Background
(188) The Problem of the Culturally Deprived
(198) First to Ninth Grade IQ Changes of Northern Negro Students
(201) Problems of Rural and Urban Southern Negro Children
(218) Guiding Parents and Motivating Students in Low-Rent Neighborhoods
(219) Social Class Awareness, Self-Identification, Preference, and Perception of Adult Preferences in Lower Class Children
(228) A Conceptual Paradigm of the Culturally Disadvantaged: An Inquiry into Interrelationships and Consequences with Implications for Education
(268) Racial Attitudes Among White and Negro Children in a Deep-South Standard Metropolitan Area

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(57) Interim Report: Advisory Committee on Racial Imbalance and Education
(83) Learning Patterns in the Disadvantaged
(84) Readings in Intergroup Relations
(126) Ethnic Integration and Urbanization of a First Grade Reading Textbook: A Research Study
(260) Draw-A-Personality Test as a Measure of Intelligence in Pre-School Children from Very Low-Income Families

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(4) Evaluation Report--ESEA Program of Compensatory Education
(27) Teaching the Disadvantaged--Summer Institute for Professional Training of Teachers, Supervisors and Administrators
(46) The Effect of Previous Poverty Experience on Success in Teacher Corps Pre-Service Programs
(72) The Effectiveness of Full Time and Coordinated Guidance Services in the High School Project Able, Fourth Annual Report
(78) Out-of-School Clinical and Guidance Centers for Disadvantaged Pupils in Non-Public Schools
(92) Motivating and Educating the Student Living in a Poor Neighborhood, A School-Family Approach
(93) Development of a Social Change Methodology With the Help of a Research Advisory Panel, Interim Report
(94) Evaluation Strategies for ESEA Title I Projects
(105) Evaluation Issues in Programs for Disadvantaged Children, The Use of Non-Test Procedures

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(91) The Adjustment of Indian and Non-Indian Children in the Public Schools of New Mexico, Sections 1-2

(113) What We Have Learned from Current Programs and Research About Disadvantaged Pre-School and Elementary School Children
(129) Organizing the Unaffiliated in a Low-Income Area
(167) Stimulation of Verbal Interaction Between Disadvantaged Mothers and Children
(267) An Experimental Pre-School Program for Culturally Deprived Children

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(39) Factors Associated With the College Attendance of Youth
(41) Environmental Stimulation and Intellectual Development of Mexican-American Children--An Exploratory Project
(79) Peer Acceptance-Rejection and Personality Development
(85) Social Effects of Education on Children of Suburban Blue Collar Workers
(99) An Investigation into Pure Groups, Their Characteristics and Opportunities
(137) Boarding School for the Disadvantaged
(152) On Educating Disadvantaged Parents to Motivate Children for Learning: A Filial Approach
(163) Psychiatric Syndromes in Children and Their Relation to Family Background
(167) Stimulation of Verbal Interaction Between Disadvantaged Mothers and Children
(169) Coeducation--A Contributing Factor in Miseducation of the Disadvantaged
(175) Schools--and Dignity--for All
(182) A Comparison of the Child-Rearing Environment of Upper-Lower and Very Low-Lower Class Families
(269) Some Characteristics of Students from Poverty Backgrounds Attending Predominantly Negro Colleges in the Deep South
(272) Low-Income Life Styles
(276) Maternal Involvement and Educational Regardation
(286) Social Class and Achievement Motivation

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(15) A Strategy for Negro Education Problem and Tentative Response
(94) Evaluation Strategies for ESEA Title I Projects
(96) Manpower Legislation of the Sixties, A Threat and a Promise

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(104) Group Approaches to the Problems of Socially Deprived Youth--The Classical Psychotherapeutic Model
(134) A Quest for Identity: Treatment of Disturbed Negro Children in a Predominantly White Treatment Center
(143) Significant Content of Group Counseling Sessions with Culturally Deprived Ninth Grade Students
(184) Prevention, Treatment, and Social Action: A Strategy of Intervention in a Disadvantaged Urban Area
(211) Group Decision-Making in an Apprenticeship Program for Youth
(224) The Effects of Activity Group Counseling on Selected Behavior Characteristics of Culturally Disadvantaged Negro Boys
(226) The Effects of Short-Term Group Counseling on Selected Characteristics of Culturally Deprived Ninth Grade Students
(227) An Investigation of Social Class As a Variable in Multiple Counseling

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- (130) Two Years of Head Start
- (145) Taking Advantage of the Disadvantaged
- (168) The Child Development Group of Mississippi: A Hot Sector of the Quiet Front in the War on Poverty
- (215) Head Start Six Months Later
- (217) A New Approach to Head Start
- (221) Sub-Cultural Group Memberships and Attitudes of Head Start Teachers
- (238) The Socially Disadvantaged Child: Teacher Correlates
- (258) Psychiatric Consultation for Project Head Start
- (260) Draw-A-Personality Test as a Measure of Intelligence in Pre-School Children from Very Low-Income Families
- (280) Stanford-Binet and Goodenough-Harris Test Performance of Head Start Children

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- (36) A National Survey of Vocational Education Programs for Students with Special Needs
- (126) Ethnic Integration and Urbanization of a First Grade Reading Textbook: A Research Study
- (143) Significant Content of Group Counseling Sessions with Culturally Deprived Ninth Grade Students
- (220) The Implementation and Evaluation of a High Education Preparation Program for Culturally Disadvantaged High School Students

HUMAN RELATIONS

- (49) A Sociological Approach to Understanding Disadvantaged Youth
- (84) Readings in Intergroup Relations
- (124) Instructional Planning in Early Compensatory Education
- (128) College Adjustment and Performance of Low-Income Freshman Males
- (188) The Problem of the Culturally Deprived
- (189) Mental Health, Social Competence and the War on Poverty
- (204) Human Relations as a Student Personnel Service

IDENTIFICATION MODELS

- (135) Sociopsychiatric Treatment of Disadvantaged Psychotic Adults
- (143) Significant Content of Group Counseling Sessions with Culturally Deprived Ninth Grade Students
- (159) Role Models for Lower Class Negro Boys
- (206) Occupational Aspirations of Selected Appalachian Youth

INSERVICE TRAINING

- (21) Society, the School and the Culturally Deprived Student
- (27) Teaching the Disadvantaged--Summer Institute for Professional Training of Teachers, Supervisors and Administrators
- (82) Suggested Guidelines for Providing for the Maximum Education of Children of All Races and Creeds in the Schools of Michigan

(86) A Developmental Program for Vocational Counselors Directed Toward Serving Disadvantaged Youth More Effectively

INSTRUCTIONAL MATERIALS

(125) The White Worker and the Negro Client in Psychotherapy
(167) Stimulation of Verbal Interaction Between Disadvantaged Mothers and Children

INTELLECTUAL DEVELOPMENT

(19) The Effect of Teacher Behavior on Verbal Intelligence in Operation Head Start Children
(22) Education for Disadvantaged Groups
(41) Environmental Stimulation and Intellectual Development of Mexican-American Children--An Exploratory Project
(164) Intellectual and Psychomotor Performance of Pre-School Children from Low-Income Families

INTERDISCIPLINARY

(32) An Inter-Disciplinary Approach to Improving the Development of Culturally Disadvantaged Children
(145) Taking Advantage of the Disadvantaged

JOB CORPS

(149) Poor Youth Do Want To Be Middle Class But It's Not Easy
(154) The Parallel Institutions of the Poverty Act: Evaluating Their Effect on Unemployed Youth and on Existing Institutions
(180) Salvaging School Failures: The Job Corps Acts

JUNIOR COLLEGES

(44) Toward Educational Opportunity for All
(75) The General Curriculum, A Proposal for the Development of a Program for the Educationally Disadvantaged

JUNIOR HIGH SCHOOL

(32) An Inter-Disciplinary Approach to Improving the Development of Culturally Disadvantaged Children
(193) Student Socio-economic Status and Counselor Contact in Junior High School
(212) Case Study: Summer Counseling with Disadvantaged Junior High School Students
(234) A Study of the Motivation of Students Who Complete the Junior Year High School and Who Are Members of Socially, Economically and Culturally Deprived Areas
(235) The Relationship Between Two Aspects of Socio-economic Disadvantage and the School Success of 8th Grade Negro Students in a Detroit Junior High School
(247) Effect of the Mount Vernon, New York Project Able for Selected Junior High School Students Upon Academic Achievement, School Attendance and Self-Concept

LANGUAGE DEVELOPMENT

(17) Some Implications of Research on Language Development for Pre-School Education
(22) Education for Disadvantaged Groups
(37) Summary of the Proceedings of the Working Conference on Language Development in Disadvantaged Children (1st October 20-22, 1965)
(100) Problems in Counseling Navajo Rehabilitation Clients
(141) The Role of Social Class in Language Development and Cognition
(197) Effects of Impulsivity on Performance of Verbal Tasks in Middle- and Lower-Class Children
(200) The White Counselor in the Negro Slum School

LAW

(18) California Laws and Policies Relating to Equal Opportunities in Education
(151) Legal Services for the Poor: Social Work and Social Justice
(187) The War vs. Poverty, The Role of Law and Mental Health

LOWER CLASS

(42) Indicators of Developmental Change in Lower Class Children
(117) Treatment Expectations of Patients in Two Social Classes
(123) Psychotherapy, Dropouts and Lower Socio-economic Patients
(141) The Role of Social Class in Language Development and Cognition
(149) Poor Youth Do Want To Be Middle Class But It's Not Easy
(157) Occupational Aspirations of Poverty-Stricken Negro Students
(159) Role Models for Lower Class Negro Boys
(171) Rehabilitation of Narcotics Addicts Among Lower-Class Teenagers
(182) A Comparison of the Child-Rearing Environment of Upper-Lower and Very Low-Lower Class Families
(183) Can Colleges Reclaim the Non-Student? Maybe--with Hard Cash.
(197) Effects of Impulsivity on Performance of Verbal Tasks in Middle- and Lower-Class Children
(216) Development of Lower-Class Premature Children Born In and Out of Wedlock
(219) Social Class Awareness, Self-Identification, Preference, and Perception of Adult Preferences in Lower Class Children
(223) A Study of Selected Cognitive and Affective Variables Functioning in Two Sub-Groups of Low Economic Class 5th and 6th Grade Pupils in a Non-Metropolitan Area
(236) Socio-economic Class Differences in the Pre-School Socialization Practices of Negro Mothers
(237) Teacher-Pupil Relationships Related to the Self-Concept, Need Achievement, and Internal Locus of Control of Lower-Class Children
(249) An Exploratory Study of Communication Patterns of Lower-Class Negro and Puerto Rican Mothers and Pre-School Children
(266) Goal Aspirations and Goal Fulfillments: Differences Between Deprived and Affluent American Adolescents
(270) Sex-Role Preference Among Children of Upper and Lower Social Class

MENTAL HEALTH

(121) The Emotionally and Socially Handicapped
(174) Social Class and Mental Illness in Children: Observations of Blue-Collar Families

(181) Some Misconceptions Concerning Differences in the Racial Prevalence of Mental Disease
(184) Prevention, Treatment, and Social Action: A Strategy of Intervention in a Disadvantaged Urban Area
(187) The War vs. Poverty, The Role of Law and Mental Health
(189) Mental Health, Social Competence and the War on Poverty
(190) The Mental Health Team: A Model for a Combined Community Approach to the Problems of the Poor
(206) Occupational Aspirations of Selected Appalachian Youth

MEXICAN AMERICANS

(34) Who Am I? Who Cares? The Challenge of Culturally Alienated Youth
(41) Environmental Stimulation and Intellectual Development of Mexican-American Children--An Exploratory Project
(221) Sub-Cultural Group Membership and Attitudes of Head Start Teachers

MIGRANTS

(12) Evaluation of Title III-B Migrant Project Office of Economic Opportunity in Collier County, Florida
(70) Knowing and Educating the Disadvantaged, an Annotated Bibliography
(71) Programs for the Education of the Disadvantaged, U.S. Office of Education
(192) Treatment of the Deprived Child in a Community Mental Health Clinic
(206) Occupational Aspirations of Selected Appalachian Youth

MINORITY GROUPS

(51) Principles and Programs of Compensatory Education
(62) Israel and the Education of the Culturally Deprived
(67) First-Year Progress Report of a Project in Nursery School Education For Environmentally Deprived Spanish-American Children
(141) The Role of Social Class in Language Development and Cognition
(147) School-Community Relations in Urban Ghettos
(158) Opportunity and Alienation in Public Schools
(202) Some Implications for Freshman Orientation Activities with Negro College Students
(207) Pseudo-transference Reactions Due to Cultural Stereotyping
(230) The Effect of Certain Sub-Cultural Background Factors on the Prediction of Grades at the University of Michigan

MOTIVATION

(8) A Study of Factors Involved in the Identification and Encouragement of Unusual Academic Talent Among Underprivileged Populations
(10) Participant-Observational Study of the Princeton Summer Studies Program for Environmentally Deprived High School Boys
(54) The Successful Urban Slum Child: A Psychological Study of Personality and Academic Success in Deprived Children, Progress Report and Prospectus
(120) A Motivational Approach to Compensatory Education
(131) Classroom Guidance in the Disadvantaged School
(132) Job Satisfaction Factors Among Underprivileged Workers

(152) On Educating Disadvantaged Parents to Motivate Children for Learning: A Filial Approach
(159) Role Models for Lower Class Negro Boys
(180) Salvaging School Failures: The Job Corps Acts
(198) First to Ninth Grade IQ Changes of Northern Negro Students
(218) Guiding Parents and Motivating Students in Low-Rent Neighborhoods
(219) Social Class Awareness, Self-Identification, Preference, and Perception of Adult Preferences in Lower Class Children
(220) The Implementation and Evaluation of a High Education Preparation Program for Culturally Disadvantaged High School Students
(222) Motivational Components of Achievement in Culturally Disadvantaged Negro Children
(231) Aspirations and Social Class in Pockets of Poverty: A Study of Educational Obsolescence
(234) A Study of the Motivation of Students Who Completed the Junior Year High School and Who Are Members of Socially, Economically and Culturally Deprived Areas
(259) The Relationship Between Achievement Motivation and Sex, Age, Social Class, School Stream and Intelligence
(286) Social Class and Achievement Motivation

NEGRO COLLEGES

(156) Improving Negro Colleges
(162) The Sharply Stratified World of the Negro Colleges
(261) The Industrial Psychologist Selection and Equal Employment Opportunity (a Symposium): IV. Current Problems in Test Performance of Job Applicants: II
(269) Some Characteristics of Students From Poverty Backgrounds Attending Predominantly Negro Colleges in the Deep South

NEGRO EDUCATION

(15) A Strategy for Negro Education Problem and Tentative Response
(139) Careers in 'Little Business' for Negro-Americans: Caveat Venditor
(140) Equalizing Educational Opportunity in Colleges and Universities
(146) Recognition and Use of Anger in Negro Clients
(156) Improving Negro Colleges
(162) The Sharply Stratified World of the Negro Colleges
(199) Psycholinguistic Diversity Among 'Culturally Deprived' Children
(231) Aspirations and Social Class in Pockets of Poverty: A Study of Educational Obsolescence
(257) Negro-White Differences in Reported Attitudes and Behavior

NEGRO STUDENTS

(8) A Study of Factors Involved in the Identification and Encouragement of Unusual Academic Talent Among Underprivileged Populations
(33) Goal Aspirations and Goal Fulfillments: Differences Between Deprived and Affluent American Adolescents
(34) Who Am I? Who Cares? The Challenge of Culturally Alienated Youth
(45) Negro Self-Concept: Implications for School and Citizenship
(71) Programs for Education of the Disadvantaged, U. S. Office of Education
(84) Readings in Intergroup Relations
(116) Job Adjustment Problems of Delinquent Minority Group Youth
(127) Predicting the Academic Achievement of Secondary School Negro Students

(134) A Quest for Identity. Treatment of Disturbed Negro Children in a Predominantly White Treatment Center
(136) Peers' Perceptions of Negro and White Occupational Preferences
(139) Careers in 'Little Business' for Negro-Americans: Caveat Venditor
(140) Equalizing Educational Opportunity in Colleges and Universities
(155) Negro Freshman Performance in a Predominantly Non-Negro University
(157) Occupational Aspirations of Poverty-Stricken Negro Students
(159) Role Models for Lower Class Negro Boys
(162) The Sharply Stratified World of the Negro Colleges
(165) Peer Status and Intellectual Functioning of Negro School Children
(166) The Coming Segregation of Our Selective Colleges
(169) Coeducation--A Contributing Factor in Miseducation of the Disadvantaged
(179) Inhibitory Potential Related to the Reading Achievement of Negro Children
(198) First to Ninth Grade IQ Changes of Northern Negro Students
(199) Psycholinguistic Diversity Among 'Culturally Deprived' Children
(200) The White Counselor in the Negro Slum School
(201) Problems of Rural and Urban Southern Negro Children
(202) Some Implications for Freshman Orientation Activities with Negro College Students
(209) Counseling Negro Adolescents
(210) Study of Negro Children with Learning Difficulties at the Outset of Their School Careers
(215) Head Start Six Months Later
(231) Aspirations and Social Class in Pockets of Poverty: A Study of Educational Obsolescence
(241) Self-Concept, Family Structure and School Achievement: A Study of Disadvantaged Negro Boys
(249) An Exploratory Study of Communication Patterns of Lower-Class Negro and Puerto Rican Mothers and Pre-School Children
(252) Comparison of Mosaic Responses of Negro and White Primary-School Children
(253) Notes on the Culture of the Urban Negro Child
(256) An Intercompassion of Self, Man and Woman Drawings Made by Culturally Depressed Negro Children
(261) The Industrial Psychologist Selection and Equal Employment Opportunity (a Symposium): IV. Current Problems in Test Performance of Job Applicants: II
(263) The Self-Concept of Negro and White Children
(266) Goal Aspirations and Goal Fulfillments: Differences Between Deprived and Affluent American Adolescents
(268) Racial Attitudes Among White and Negro Children in a Deep-South Standard Megropolitan Area
(271) Cooperation Among Negro and White Boys and Girls
(277) Peabody Picture Vocabulary Test Schools of Pre-School Children

NON-PROFESSIONALS

(2) Action for Employment, A Demonstration Neighborhood Manpower Project, Final Report
(134) A Quest for Identity: Treatment of Disturbed Negro Children in a Predominantly White Treatment Center
(135) Sociopsychiatric Treatment of Disadvantaged Psychotic Adults
(138) American Youth in a Social Struggle (II): The Appalachian Volunteers
(184) Prevention, Treatment, and Social Action: A Strategy of Intervention in a Disadvantaged Urban Area

OCCUPATIONAL GUIDANCE

(11) Report of Training Program, Workshop for Administrators of Vocational Home Economics Training Programs in Wage-Earning Occupations
(102) Developmental Career Guidance in Action, The First Year

OCCUPATIONAL SERVICE

(136) Peers' Perceptions of Negro and White Occupational Preferences
(139) Careers in 'Little Business' for Negro-Americans: Caveat Venditor

PEER RELATIONSHIPS

(5) Research Problems of Education and Cultural Deprivation
(79) Peer Acceptance-Rejection and Personality Development
(133) An Institute For Teachers of Disadvantaged Youth
(136) Peers' Perceptions of Negro and White Occupational Preferences
(165) Peer Status and Intellectual Functioning of Negro School Children

PERSONALITY

(5) Research Problems of Education and Cultural Deprivation
(20) Characteristics of Successful School Achievers from a Severely Deprived Environment
(31) Counseling Youth Who Are Handicapped by Social Status Differences
(42) Indicators of Developmental Change in Lower Class Children
(182) A Comparison of the Child-Rearing Environment of Upper-Lower and Very Low-Lower Class Families
(183) Can Colleges Reclaim the Non-Student? Maybe--with Hard Cash.
(232) Socio-economic Level and the Role Identification of Adjusted and Non-Adjusted School Children
(245) A Study of the Personality Dimensions of Disadvantaged Youth as Reflected by the Children's Personality Questionnaire
(260) Draw-A-Personality Test as a Measure of Intelligence in Pre-School Children from Very Low-Income Families

POVERTY

(68) Counting the Poor: Another Look at the Poverty Profile
(151) Legal Services for the Poor: Social Work and Social Justice
(157) Occupational Aspirations of Poverty-Stricken Negro Students
(160) Adolescence: Cultural Deprivation, Poverty, and the Dropout
(161) Needed for Disadvantaged Youth: An Expanded Concept of Counseling
(186) Verbal Accessibility and Fusion Fantasy in a Mountain Community
(187) The War vs. Poverty, The Role of Law and Mental Health
(190) The Mental Health Team: A Model for a Combined Community Approach to the Problems of the Poor
(196) Learning and the Socially Deprived
(214) The Role of Counseling and Training in the War on Unemployment and Poverty
(231) Aspirations and Social Class in Pockets of Poverty: A Study of Educational Obsolescence
(244) Education and Poverty

(269) Some Characteristics of Students From Poverty Backgrounds Attending Predominantly Negro Colleges in the Deep South
(273) Intellectual and Psychomotor Performance of Pre-School Children from Low-Income Families
(281) The Use of Block Design Test Among Illiterate Low-Economic Group of People
(283) Limitations of Brief Intelligence Testing with Young Children
(285) Medical Deprivation

POVERTY PROGRAMS

(24) A Guide to Current Resources for Anti-Poverty Programs, A Selected Bibliography
(64) Programs Designed to Improve Educational Services to Culturally Deprived
(118) Cultural Deprivation-A Few Questions
(154) The Parallel Institutions of the Poverty Act: Evaluating Their Effect on Unemployed Youth and on Existing Institutions
(168) The Child Development Group of Mississippi: A Hot Sector of the Quiet Front in the War on Poverty
(181) Some Misconceptions Concerning Differences in the Racial Prevalence of Mental Disease
(183) Can Colleges Reclaim the Non-Student? Maybe--with Hard Cash.
(188) The Problem of the Culturally Deprived
(203) The Psychiatric Council Applied Psychiatry in an Anti-Poverty Program
(229) Project Opportunity in Nelson County, Virginia: The Program and the Students, January 1966 to January 1967
(247) Effect of the Mount Vernon, New York Project Able for Selected Junior High School Students Upon Academic Achievement, School Attendance and Self-Concept

PRE-SCHOOL

(6) Compensatory Education for Cultural Deprivation
(7) Head Start Teachers' Ethnic Group Membership and Attitude Toward Child Behavior, Some Relationships
(17) Some Implications of Research on Language Development for Pre-School Education
(29) Preliminary Evaluation of Nursery School Experience on the Later School Adjustment of Culturally Disadvantaged Children
(67) First-Year Progress Report of a Project in Nursery School Education for Environmentally Deprived Spanish-American Children
(76) REACH (Raising Educational Aspirations of the Culturally Handicapped)
(124) Instructional Planning in Early Compensatory Education
(129) Organizing the Unaffiliated in a Low-Income Area
(145) Taking Advantage of the Disadvantaged
(164) Intellectual and Psychomotor Performance of Pre-School Children from Low-Income Families
(216) Development of Lower-Class Premature Children Born In and Out of Wedlock
(217) A New Approach to Head Start
(236) Socio-economic Class Differences in the Pre-School Socialization Practices of Negro Mothers
(251) The Coping Responses of Nursery School Children: A Social Class, Developmental Comparison
(258) Psychiatric Consultation for Project Head Start
(260) Draw-A-Personality Test as a Measure of Intelligence in Pre-School Children from Very Low-Income Families

(262) The Relationship of Nursery School Children's Social Perception to Sex, Race, Social Status, and Age
(264) Pre-School and Background Factors in the School Adjustment of Culturally Disadvantaged Children
(267) An Experimental Pre-School Program for Culturally Deprived Children
(273) Intellectual and Psychomotor Performance of Pre-School Children from Low-Income Families
(277) Peabody Picture Vocabulary Test Schools of Pre-School Children
(279) A Comparison of Race Awareness in Northern and Southern Children
(282) Black-White Color Connotations and Racial Awareness in Pre-School Children

PUERTO RICAN

(71) Programs for the Education of the Disadvantaged, U. S. Office of Education
(215) Head Start Six Months Later
(249) An Exploratory Study of Communication Patterns of Lower-Class Negro and Puerto Rican Mothers and Pre-School Children

RACIAL FACTORS

(132) Job Satisfaction Factors Among Underprivileged Workers
(134) A Quest for Identity: Treatment of Disturbed Negro Children in a Predominantly White Treatment Center
(136) Peers' Perceptions of Negro and White Occupational Preferences
(139) Careers in 'Little Business' for Negro-Americans: Caveat Venditor
(146) Recognition and Use of Anger in Negro Clients
(181) Some Misconceptions Concerning Differences in the Racial Prevalence of Mental Disease
(200) The White Counselor in the Negro Slum School
(207) Pseudo-transference Reactions Due to Cultural Stereotyping
(208) The College Student Personnel Worker and Responsibility for Equal Educational Opportunity for All Youth
(262) The Relationship of Nursery School Childrens' Social Perception to Sex, Race, Social Status, and Age
(263) The Self-Concept of Negro and White Children
(266) Goal Aspirations and Goal Fulfillments: Differences Between Deprived and Affluent American Adolescents
(279) A Comparison of Race Awareness in Northern and Southern Children
(280) Stanford-Binet and Goodenough-Harris Test Performance of Head Start Children
(282) Black-White Color Connotations and Racial Awareness in Pre-School Children

READING

(16) A Study of the Effects of Self-Directive Dramatization on the Progress in Reading Achievement and Self-Concept of Culturally Disadvantaged Elementary School Children
(126) Ethnic Integration and Urbanization of a First Grade Reading Textbook: A Research Study
(179) Inhibitory Potential Related to the Reading Achievement of Negro Children
(180) Salvaging School Failures: The Job Corps Acts
(261) The Industrial Psychologist Selection and Equal Employment Opportunity (a Symposium): IV. Current Problems in Test Performance of Job Applicants: II

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REHABILITATION COUNSELING

(100) Problems in Counseling Navajo Rehabilitation Clients
(109) The Evaluation of Rehabilitation Counselor Performance, A Survey of State Agency Practices (The Criteria Problem in Rehabilitation Counseling)
(185) Rehabilitation of the Culturally Different: A Model of the Individual in Cultural Change

RESEARCH

(5) Research Problems of Education and Cultural Deprivation
(28) Adapting Teacher Style To Pupil Differences-Teachers For Disadvantaged Children
(83) Learning Patterns in the Disadvantaged
(93) Development of a Social Change Methodology With the Help of a Research Advisory Panel, Interim Report
(97) An Examination of Data on Iowa School Children to Determine Patterns of Performance and "Downstream Effects" of Early Depressed Scores, Working Paper
(105) Evaluation Issues in Programs for Disadvantaged Children, The Use of Non-Test Procedures
(112) Children's Attitudes Toward School and Their Relationship With School Anxiety
(121) The Emotionally and Socially Handicapped
(154) The Parallel Institutions of the Poverty Act· Evaluating Their Effect on Unemployed Youth and on Existing Institutions
(164) Intellectual and Psychomotor Performance of Pre-School Children from Low-Income Families
(180) Salvaging School Failures: The Job Corps Acts
(182) A Comparison of the Child-Rearing Environment of Upper-Lower and Very Low-Lower Class Families
(191) Occupational Aspirations of Migrant Adolescents from the Appalachian South
(194) Disadvantaged Youth: A Current Challenge to Student Personnel Workers
(199) Psycholinguistic Diversity Among 'Culturally Deprived' Children
(286) Social Class and Achievement Motivation

RURAL YOUTH

(59) A Study in Communication Between High School Teachers of Vocational Agriculture, and Socio-economically Disadvantaged Youth by the Use of Sematic Differential
(76) REACH (Raising Educational Aspirations of the Culturally Handicapped)
(201) Problems of Rural and Urban Southern Negro Children
(202) Some Implications for Freshman Orientation with Negro College Students

SECONDARY EDUCATION

(9) Educating the Disadvantaged: Trends and Prospects
(30) Instructional Programs in Secondary Schools Serving Contrasting Socio-economic Areas in Large Cities

SELF CONCEPT

(16) A Study of the Effects of Self-Directive Dramatization on the Progress in Reading Achievement and Self-Concept of Culturally Disadvantaged Elementary School Children

(20) Characteristics of Successful School Achievers from a Severely Deprived Environment
(45) Negro Self-Concept: Implications for School and Citizenship
(120) A Motivational Approach to Compensatory Education
(132) Job Satisfaction Factors Among Underprivileged Workers
(133) An Institute For Teachers of Disadvantaged Youth
(134) A Quest for Identity: Treatment of Disturbed Negro Children in a Predominantly White Treatment Center
(158) Opportunity and Alienation in Public Schools
(210) Study of Negro Children with Learning Difficulties at the Outset of Their School Careers
(219) Social Class Awareness, Self-Identification, Preference, and Perception of Adult Preferences in Lower Class Children
(223) A Study of Selected Cignitive and Affective Variables Functioning in Two Sub-Groups of Low Economic Class 5th and 6th Grade Pupils in a Non-Metropolitan Area
(226) The Effects of Short-Term Group Counseling on Selected Characteristics of Culturally Deprived Ninth Grade Students
(237) Teacher-Pupil Relationships Related to the Self-Concept, Need Achievement, and Internal Locus of Control of Lower-Class Children
(239) Relationships Between Self-Concept and Specific Variables in a Low-Income Culturally Different Population
(241) Self-Concept, Family Structure and School Achievement: A Study of Disadvantaged Negro Boys
(247) Effect of the Mount Vernon, New York Project Able for Selected Junior High School Students Upon Academic Achievement, School Attendance and Self-Concept
(263) The Self-Concept of Negro and White Children

SEMINARS

(74) A Seminar on the Role of the Arts in Meeting the Social and Educational Needs of the Disadvantaged
(77) Education of the Deprived and Segregated, Seminar on Education for Culturally Different Youth

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(39) Factors Associated With the College Attendance of Youth
(131) Classroom Guidance in the Disadvantaged School
(136) Peers' Perceptions of Negro and White Occupational Preferences
(169) Coeducation--A Contributing Factor in Miseducation of the Disadvantaged
(260) Draw-A-Personality Test as a Measure of Intelligence in Pre-School Children from Very Low-Income Families
(270) Sex-Role Preference Among Children of Upper and Low Social Class
(271) Cooperation Among Negro and White Boys and Girls
(280) Stanford-Binet and Goodenough-Harris Test Performance of Head Start Children

SLUMS

(48) Stereotypes Regarding Disadvantaged Students
(129) Organizing the Unaffiliated in a Low-Income Area
(147) School-Community Relations in Urban Ghettos
(200) The White Counselor in the Negro Slum School

SOCIAL CLASS DIFFERENCES

(31) Counseling Youth Who Are Handicapped by Social Status Differences
(47) Mental Abilities of Children in Different Social and Cultural Groups
(57) Interim Report: Advisory Committee on Racial Imbalance and Education
(63) Differences in Attitudes of Social Classes: Implications for Educational Planning
(81) The Relationship of Creativity to Social Class
(83) Learning Patterns in the Disadvantaged
(117) Treatment Expectations of Patients in Two Social Classes
(138) American Youth in a Social Struggle (II): The Appalachian Volunteers
(141) The Role of Social Class in Language Development and Cognition
(147) School-Community Relations in Urban Ghettos
(149) Poor Youth Do Want To Be Middle Class But It's Not Easy
(151) Legal Services for the Poor: Social Work and Social Justice
(162) The Sharply Stratified World of the Negro Colleges
(174) Social Class and Mental Illness in Children: Observations of Blue-Collar Families
(175) Schools--and Dignity--for All
(195) Social Class, Diagnosis and Treatment
(196) Learning and the Socially Deprived
(197) Effects of Impulsivity on Performance of Verbal Tasks in Middle- and Lower-Class Children
(208) The College Student Personnel Worker and Responsibility for Equal Educational Opportunity for All Youth
(219) Social Class Awareness, Self-Identification, Preference, and Perception of Adult Preferences in Lower Class Children
(227) An Investigation of Social Class as a Variable in Multiple Counseling
(231) Aspirations and Social Class in Pockets of Poverty: A Study of Educational Obsolescence
(242) An Investigation of the Relation of Maternal Restrictiveness and Social Class Position as Related to Fantasy, Delay Tolerance and Time Orientation in Children
(251) The Coping Responses of Nursery School Children: A Social Class, Developmental Comparison
(254) Treatment Expectations of Patients in Two Social Classes
(255) Social Class and Treatment in a Child Psychiatry Clinic
(259) The Relationship Between Achievement Motivation and Sex, Age, Social Class, School Stream and Intelligence
(262) The Relationship of Nursery School Children's Social Perception to Sex, Race, Social Status, and Age
(286) Social Class and Achievement Motivation
(287) Social Determinants of Learning in Primary Education

SOCIAL INFLUENCE

(8) A Study of Factors Involved in the Identification and Encouragement of Unusual Academic Talent Among Underprivileged Populations
(50) An Analysis of the Cross-Cultural Study of Children's Social Behavior, Final Report
(63) Differences in Attitudes of Social Classes: Implications for Educational Planning
(71) Programs for the Education of the Disadvantaged, U.S. Office of Education

SOCIALLY DISADVANTAGED

(3) A Selected Bibliography on Socio-Culturally Disadvantaged Children and Youth and Related Topics
(22) Education for Disadvantaged Groups

(31) Counseling Youth Who Are Handicapped by Social Status Differences
(53) The Successful Urban Slum Child: A Psychological Study of Personality and Academic Success in Deprived Children
(93) Development of a Social Change Methodology With the Help of a Research Advisory Panel, Interim Report
(104) Group Approaches to the Problems of Socially Deprived Youth--The Classical Psychotherapeutic Model
(121) The Emotionally and Socially Handicapped
(138) American Youth in a Social Struggle (II): The Appalachian Volunteers
(148) A Review of Programs of Compensatory Education
(191) Occupational Aspirations of Migrant Adolescents from the Appalachian South
(196) Learning and the Socially Deprived
(198) First to Ninth Grade IQ Changes of Northern Negro Students
(203) The Psychiatric Council Applied Psychiatry in an Anti-Poverty Program
(234) A Study of the Motivation of Students Who Completed the Junior Year High School and Who Are Members of Socially, Economically and Culturally Deprived Areas
(238) The Socially Disadvantaged Child: Teacher Correlates
(265) Characteristics of Socially Disadvantaged Children
(285) Medical Deprivation

SOCIO-ECONOMIC BACKGROUND

(14) An Exploratory Study of the Development of More Effective Testing Programs For Students in Differing Cultural Backgrounds
(30) Instructional Programs in Secondary Schools Serving Contrasting Socio-economic Areas in Large Cities
(38) Some Behavioral Correlates of Organizational Climates and Cultures
(81) The Relationship of Creativity to Social Class
(85) Social Effects of Education on Children of Suburban Blue Collar Workers
(128) College Adjustment and Performance of Low-Income Freshman Males
(132) Job Satisfaction Factors Among Underprivileged Workers
(176) Techniques for Working with Disorganized Low Socio-economic Families
(177) A Systematic Approach to Brief Therapy for Patients From a Low Socio-economic Community
(178) Challenge of the Poor to the Schools
(193) Student Socio-economic Status and Counselor Contact in Junior High School
(207) Pseudo-transference Reactions Due to Cultural Stereotyping
(232) Socio-economic Level and the Role Identification of Adjusted and Non-Adjusted School Children
(235) The Relationship Between Two Aspects of Socio-economic Disadvantage and the School Success of 8th Grade Negro Students in a Detroit Junior High School
(236) Socio-economic Class Differences in the Pre-School Socialization Practices of Negro Mothers
(266) Goal Aspirations and Goal Fulfillments: Differences Between Deprived and Affluent American Adolescents

SPECIAL EDUCATION

(36) A National Survey of Vocational Education Programs for Students with Special Needs
(87) Discovering and Developing the College Potential of Disadvantaged High School Youth, The College Discovery and Development Program. A Report of the First Year of a Longitudinal Study

STEREOTYPES

(48) Stereotypes Regarding Disadvantaged Students
(191) Occupational Aspirations of Migrant Adolescents from the Appalachian South
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